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ABSTRACT

The manual is designed to help educational personnel handle day-to-day responsibilities and managment of programs for the gifted in the San Diego City schools. The first section explores program maintenance and describes services, identifies departmental sources, and offers suggestions for optimum use of services. The second and third sections suggest means of providing the programs within parameters imposed by state requirements and give examples of models available to sites and guidelines for completing each section of the written plan and evaluation forms. The fourth section covers procedures for the expenditure of site funds. The following three sections are for individual site use (headings are provided for the written plan, the budget, and site plan evaluation). The eighth section is a compilation of selected resource material. The final section contains selected bibliographies, including professional references for educators, parents, and references on the disadvantaged gifted. Also included are abstracts of selected materials on curriculum for the gifted and talented. (Author/PHR)

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PROGRAMS FOR THE GIFTED - SITE MANAGEMENT

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San Diego City Schools
San Diego, California
1977

PROGRAMS FOR THE GIFTED - SITE MANAGEMENT

Prepared by

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Revised, 1977

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San Diego City Schools
San Diego, California
1977

Unedited

PREFACE

In the past few years gifted education in the San Diego City Schools has changed from a district-managed to a site-managed program. Schools now receive decentralized gifted funds and each site is charged with formulating a plan for spending these monies for the State-required 200 minutes per week of qualitatively different education for each student in the program.

During the time this system has been operative, site staff members have discovered that the outer limits to their plans are set only by their creativity in using the unique resources of schools and community and gearing these to student needs.

This publication, *Programs for the Gifted - Site Management*, has been written to help site personnel handle the day-to-day responsibilities that financial and planning autonomy has brought. "How-to" questions about utilizing district supportive services, budgeting and spending gifted (AE) funds, and planning and writing plans for gifted education are answered here. Further, the publication is in loose-leaf, easy-to-amend form in anticipation of changes which could bring additional answers to new problems in other years.

It is hoped that the new autonomy given to sites to educate their high-ability students will be an additional step in the San Diego City Schools' long and continuing effort to serve the needs of the gifted.

The format of this publication was planned to accommodate change. Suggestions for changes or additions which will make the material more useful to staff members concerned with managing a school's gifted program should be sent to the Supervisor of Gifted Programs, Room 3126, Education Center.

Scott P. Gray

Scott Gray
Assistant Superintendent
Student Services Division

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RATIONALE FOR THE PUBLICATION

STATE FUNDING AND DISTRICT ACCOUNTABILITY

The State of California provides excess cost monies (above ADA) to individual school districts for identification of, and educational programs for, mentally gifted minors (MGM). In the San Diego City Schools these State funds are a major source of financing special programs for approximately 6,700 MGM students at 45 elementary and all secondary schools.

The maximum the State allows is $50 for identification and $100 per year for every identified MGM who participates in a State-approved gifted program. Total funding, however, is limited to 3% of statewide ADA students. Since the number of identified gifted pupils in the state has exceeded 3% of ADA in recent years, this has had the effect of reducing per-pupil aid below the maximums.

Before State MGM funds are allocated to a district, specific conditions must be met. These are, in part:

1. Pupils for whom funding is requested must meet State requirements for a "mentally gifted minor." (Ref. *Title V, Administrative Code*, Division 4, Sections 3821, 3822; reflected in District Procedure No. 5422.)

2. Each funded pupil must participate in a "special education program for mentally gifted children . . . approved by the Superintendent of Public Instruction" for not less than 200 minutes per week for 17 weeks in each semester for which money is collected. (Ref. *Education Code*, Title 2, Chapter 8, Article 14, Section 52200.

3. The special education program must be "qualitatively different from other school programs of the district because it meets the specific academic needs of mentally gifted pupils." (Ref. *Title V*, Section 3831; District Procedure No. 5424.)

4. Before a district may conduct a program for the gifted for which State funding is requested, that district must submit a written plan for the approval of the Superintendent of Public Instruction. The plan must explain "how the program will be qualitatively different from the regular school program of the district and how it meets the specific academic needs of participating mentally gifted minors. Approval shall be for a period . . . not to exceed three years (and) may be renewed upon submission of an application form and the written evaluation of the . . . program." (Ref. *Title V*, Section 3860; District Procedure No. 5424.)

If a plan is approved and State funds allotted, the district must be able to prove, at audit, that expenditures of these categorical funds:

-Are only for the special programs.
-Are readily identifiable in the district's accountability records.
-Are directly related to the participants.
-Would not have occurred if the program had not been initiated.

SITE ACCOUNTABILITY

The preceding description of State MGM funding and district accountability parallels the relationship between the district's Gifted Programs Office and schools conducting gifted programs. The Gifted Programs Office decentralizes both MGM funds and responsibility for program planning to the sites. Each site must prepare a written plan which details program objectives and activities and justifies expenditures. Further, site plans are judged acceptable by the same criteria the State applies to district plans. Each site must have a yearly pupil and program evaluation available for public inspection. In the same manner, the district office must make a yearly evaluation available to the State and available for public inspection.

This publication is designed to assist site personnel in writing plans for gifted education which will be acceptable by district--and thus State--standards, and to perform the many peripheral tasks required for program maintenance. Its ultimate goal is to thereby assure each mentally gifted minor at each site an effective, adequately funded program of qualitatively different education.

PUBLICATION FORMAT

The three-ring binder housing the publication is a practical response to the "nothing is ever the same" expectations for any viable educational program with input from different governing entities. As State guidelines change and district responses to the guidelines change, materials will be updated for substitution and new sections added.

Tabbed dividers introduce the sections. Some of these sections are included for site use in filing gifted program working papers or are open-ended to accommodate site addition of other relevant materials.

SECTION OVERVIEW

The following sections are included in this publication.

-PROGRAM MAINTENANCE

Many district divisions and departments offer program maintenance services to site gifted programs. This section describes these services, identifies their departmental sources, and offers suggestions for optimum use of the services.

-WRITTEN PLAN - ELEMENTARY and WRITTEN PLAN - SECONDARY

These sections will aid site personnel in planning programs for the gifted within parameters imposed by State requirements for 200 minutes per week of qualitatively different education, district procedures, and the amount of funds decentralized to a site for program implementation. Included are descriptions of program models available to sites and example-illustrated guidelines for completing each section of written plan and evaluation forms.

-PROCEDURES FOR EXPENDITURE OF SITE FUNDS

Three aspects of budgeting site funds for gifted programs are covered: (1) types of expenditures allowable under State excess cost funding for gifted programs; (2) procedures for expenditure of the site funds; and (3) examples of creative use of funds under each category of the written plan budget.

-SITE WRITTEN PLAN

This section is for site use in filing the current approved written plan and working papers for the following year's plan.

-SITE GIFTED (AE) BUDGET

Site records of expenditures of gifted program funds may be filed here.

-SITE PLAN EVALUATION

The evaluation of the past year's site written plan should be filed here. These evaluations must be retained at the site for public inspection.

-GIFTED PROGRAMS RESOURCE MATERIALS

Each piece of resource material included here has been reviewed by the Supervisor of Gifted Programs and judged to be potentially useful in the implementation of site programs. This section is open-ended, a place to file resource materials originating from the Gifted Programs Office or identified by the site.

-SELECTED BIBLIOGRAPHIES

Two bibliographies have been included which teachers may use to augment their personal libraries or to work with the school librarian in maintaining a current and useful library section on gifted education.

1. A bibliography of selected professional references compiled by Betty Tetzke and Bill Burrows, Jr., resource teachers for the gifted programs, is divided into three sections:

-"Selected Professional References for Educators of the Gifted."
-"Selected Professional References for Parents of the Gifted."
-"Selected Professional References on the Disadvantaged Child."

2. "Abstracts of Selected Materials on Curriculum for the Gifted and Talented" abstracts the latest and best of the articles on gifted child research and education which have appeared in professional journals and are available through the Educational Resources Information Center (ERIC). These articles have been collected and abstracted by the CEC (Council for Exceptional Children) Information Center on Exceptional Children which functions as the Clearinghouse on Exceptional Children in ERIC.

   Publications of the California State Department of Education are also available through ERIC. These include publications of the project "Curriculum Evaluation and Development for Mentally Gifted Minors," "California Project Talent," and other reports.

   Information regarding ordering these ERIC documents and an order form are included.

A list of free materials disseminated by the Gifted and Talented Education Team is reprinted for site staff use.

PROGRAM MAINTENANCE

Although schools have a large degree of autonomy in planning, budgeting and managing site gifted programs, maintenance of these programs is a shared responsibility at the district level. This section describes the maintenance services, identifies the responsible divisions/departments, and suggests how schools can utilize the services to facilitate their gifted programs.

GIFTED PROGRAMS SERVICES

The San Diego City Schools' operating budget earmarks approximately one half million dollars yearly for gifted programs. These district monies supplement State funding in excess of ADA for mentally gifted minors participating in programs for the gifted and are used for supportive services to site programs.

Administration and coordination of all gifted programs is centered in the Gifted Programs Office which is directly under the Guidance Department Director, Student Services Division. Personnel providing services and expertise are the Supervisor of Gifted Programs and the resource teachers for these programs.

SUPERVISOR OF GIFTED PROGRAMS

The Supervisor of Gifted Programs is responsible for designing and coordinating the district's overall program for identifying gifted minors and providing them with qualitatively different education. Because the program must (1) meet State requirements for excess cost funding of gifted education, and (2) conform to district guidelines for general education, it must reflect the following commitments:

1. Identification and Placement of Gifted Students

    -Commitment to ongoing identification procedures which begin in the primary grades but which also operate effectively in the higher grades in bringing eligible children into the gifted program.

    -Commitment to an affirmative program for identifying culturally disadvantaged gifted minors whose academic underachievement might slip them through screening methods designed for the middle-class population.

    -Commitment to processes for identification and placement contained in State directives, including: evidences of giftedness to be considered; makeup and function of site screening committees; parent preplacement conferences; parents' signed consent for participation; maintenance of required records.

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-Commitment to inservice for classroom teachers upon whom preliminary identification depends and for members of site screening committees.

-Commitment to procedures which assure each identified gifted student's placement in the program which most nearly matches his needs.

2. Program Development

-Commitment to diversified K-12 programs which recognize and accomodate differences among gifted students.

-Commitment to building accountability into all phases of the program: hours of instructional time; qualitatively different instructional content; staffing by qualified teachers; validation of expenditures as allowable; evaluation of both program components and pupil progress.

3. Use of Resources (Material and Human)

-Assessment of budget priorities.

-Commitment to identifying and utilizing all district expertise, personnel, services and materials available to the gifted program.

-Commitment to incorporating community resources into both the curricular and inservice facets of gifted programs.

-Commitment to staff inservice aimed at developing knowledgable, efficient, and innovative implementation of gifted programs.

-Commitment to the formation and functioning of advisory committees composed of district personnel, parents, and community representatives.

State law requires yearly evaluation of gifted programs administration. Thus the supervisor must identify his management tasks and write them into measurable performance objectives. Because most management tasks relate to site program management, those for 1976-77 are listed below. Year to year changes should be minimal.

1. In compliance with directives from the State Department of Education's Gifted and Talented Education Management Team, revise the format which 81 schools will use to prepare written plans and evaluations of their gifted programs.

2. Review and determine approval status of 81 site applications for gifted programs and funds (written plans).

3. Audit selected MGM programs throughout the district.

4. Prepare an official framework or guidelines document for the MGM program in an updated *Programs for the Gifted - Site Management* handbook which is available to every site administrator and teacher in the gifted program.

5. Assist with developing priorities, implementing instructions, and disseminating program development and evaluation funds.

6. Provide inservice training for teachers relative to programming needs of gifted pupils. Include all inservice training dates and locations on the Master Calendar.

7. With various departments, develop joint strategies to facilitate providing career, vocational and compensatory education, and arts and humanities education to meet the unique needs and potentialities of gifted students.

8. Provide consultation assistance regarding gifted programs at the request of district and public committees and organizations formed to further gifted education, and of the State Department of Education.

9. Review, and determine the advisability of supporting, new State legislation which would affect the education of mentally gifted minors.

10. With Testing and Evaluation Services, prepare and submit the MGM program evaluation report requested by the State Department of Education.

11. Manage the internal operations of the gifted programs office and resource team (e.g., correspondence, budget preparation, written program statements, management plans).

12. Review and implement *California Administrative Code, Title V* regulations as they apply to district gifted programs.

13. Prepare and submit applications for State and federal funding of special projects for gifted and talented children.

14. Cooperate with the Teacher Preparation and Licensing Commission regarding the pending credentialing for teachers of gifted pupils. In addition, continue the screening procedures for all teachers of elementary, junior high, and high school seminars.

15. Coordinate eleven task forces, composed of teachers and administrators, that study every facet of district gifted programs. Compile and publish task force reports and recommendations and submit to members of district and public gifted education organizations to review and set priorities.

16. Visit all 500 teachers of the gifted in their classrooms during the school year.

CURRICULUM RESOURCE TEACHERS

While the Supervisor of Gifted Programs maintains liaison between the district's gifted programs and the State Department of Education, central district administration, and the public, resource teachers assigned to the gifted programs staff are more directly involved with site administrators, teachers and students.

As can be inferred from reading the listing of general responsibilities below, a resource teacher's time is divided between services to the schools and services to the district. These responsibilities include:

1. Coordination of individual school and regional written plans, and filing of year-end evaluations at school sites.
2. Serving on Task Forces for the Committee for the Gifted.
3. Attending meetings directly involving personnel for gifted programs and Student Services staff.
4. Assisting other resource teachers, when needed, with major events such as student conferences and Renaissance Faires, and enrichment experiences in Balboa Park and the La Jolla Museum of Contemporary Art.
5. Acting as liaison between parents and teachers of gifted students to aid in articulation between schools.
6. Conferring with teachers of gifted students, team leaders and administrators at each assigned school on a regular basis.
7. Attending, at request, meetings at various schools to speak with parents.
8. Assisting site principals and teachers of gifted classes in meeting State law which requires a qualitatively different program for 200 minutes per week to qualify for excess cost funding (above ADA) for each gifted student.

Resource staff members together with their school and individual assignments are listed on pages I-5 and I-6. To keep the handbook up to date, these pages will be replaced yearly as personnel and assignments change.

1977-78

San Diego City Schools

GIFTED PROGRAM

DIRECTOR, INSCHOOL COUNSELING/SPECIAL PROGRAMS
Eugene F. Brucker   Secretary, Ethel Williamson
Room 3126, Education Center, 293-8434

SUPERVISOR, GIFTED PROGRAMS
David P. Hermanson   Secretary, Joann Shira
Room 3126, Education Center, 293-8436

CURRICULUM RESOURCE TEACHERS
Annex 3, Education Center, 293-8144
Joan Bigge   Ole Kittleson
Bill Burrows, Jr.   Carla Newton
Nona Conner   Secretary, Patty Lucas

SCHOOL ASSIGNMENTS, RESOURCE STAFF

BIGGE

Junior High

- Einstein
- Hale
- Lewis
- Marston
- Muirlands
- Pacific Beach
- Pershing
- Roosevelt

Senior High

- Clairemont
- Garfield
- Henry
- La Jolla
- Madison
- Midway
- Mission Bay

BURROWS

Elementary

- Cubberley
- Curie
- Dewey
- Hardy
- Hearst
- Jackson
- Jones
- La Jolla
- MacDowell
- Marvin
- Pacific Beach
- Riley
- Sessions
- Spreckels
- Sunset View
- Tierrasanta
- Torrey Pines
- Whittier

CONNER

Elementary

- Balboa
- Carson
- Chollas
- Encanto
- Johnson
- Logan
- Perry
- Sherman
- Stockton

Junior High

- Bell
- Gompers
- Memorial
- O'Farrell

Senior High

- Lincoln
- Morse
- San Diego

KITTLESON

Elementary

- Bird Rock
- Birney
- Dailard
- Decatur
- Ericson
- Farnum
- Franklin
- Gage
- Grant
- Green
- Hancock
- Lindbergh
- Loma Portal
- Marcy
- Miramar Ranch
- Scripps
- Sequoia
- Silver Gate
- Weinberger

NEWTON

Junior High

- Collier
- Dana
- Mann
- Mira Mesa
- Montgomery
- Serra
- Standley
- Taft
- Wangenhein
- Wilson

Senior High

- Crawford
- Hoover
- Kearny
- Mira Mesa
- Point Loma
- Serra

ASSOCIATION OF SAN DIEGO EDUCATORS FOR THE GIFTED
Dawn Shulman, President
MacDowell Elementary School
278-0754

SAN DIEGO ASSOCIATION FOR GIFTED CHILDREN
(A Parent Organization)
Mrs. Deborah Olstad, President
Post Office Box 9179, San Diego, CA. 92190

THE FOLLOWING ARE RESPONSIBILITIES OF THE RESOURCE STAFF:

1. Coordination of individual school and regional written plans, and filing of year-round evaluations at school sites.
2. Serve on Task Forces for Committee for the Gifted.
3. Attend meetings directly involving personnel for gifted programs and Student Services staff.
4. Assist other resource teachers with major events when needed.
5. Act as liaison between parents and teachers of gifted students to aid in articulation between schools.
6. Confer with teachers of gifted students, team leaders, and administrators at each of the assigned schools on a regular basis.
7. Attend, at request, meetings at various schools to speak with parents.
8. Assist each site principal, with the teachers of the gifted, in the meeting of state law, which requires a qualitatively different program for 200 minutes a week, for the state's additional funding for each gifted student.
9. Coordination and development of central service programs offered schools through fall resource memo, e.g., traveling troupes, consultants, other resource teachers.

INDIVIDUAL ASSIGNMENTS OF STAFF RESPONSIBILITIES

JOAN BIGGE

1. Coordination of senior high independent study program.
2. Booket to familiarize ninth graders with independent studies and seminar programs available in high schools.
3. Coordination of program development with the Structure of Intellect program.
4. Coordination of secondary summer schools.
5. Coordination of K-12 cross-age tutoring.
6. Initiate cooperative effort with math, science career awareness and language arts resource staffs.
7. Writing and distributing of a cultural calendar.
8. Coordination of district-wide seminars for senior high MGM students.
9. Develop and schedule pilot programs for direct service.

WILLIAM G. BURROWS, JR.

1. Coordination of curriculum writing projects and experimental courses for 1977-78.
2. Coordination of intersession enrichment program at year-round schools.
3. Coordination of elementary typing program, equipment, materials, evaluation.
4. Coordination of the evaluation booklets of district services.
5. Liaison with Testing and Evaluation Department for yearly evaluation of gifted program.
6. Planning and implementation of Master Calendar.
7. Gather and distribute information on conferences.
8. Coordination and distribution of Maintenance Guide.
9. Coordination of videotape equipment.
10. Coordination of elementary seminar programs.
11. Follow through with San Diego State University Longitudinal Efficacy Grant.

NONA CONNER

1. Coordinate area inservice meetings for administrators and teachers of gifted in Southeast centers.
2. Coordination and implementation of a program to increase identification of culturally different gifted students.
3. Liaison with Early Childhood Education, Compensatory Education, and National Teacher Institute on culturally different gifted students.
4. Liaison with Association of San Diego Educators for the Gifted, and staff liaison for coordination of all activities.
5. Serve as alternate district representative to Statewide Advisory Committee which meets monthly in Sacramento.
6. Draft proposals for applications for state and federal funding for innovative gifted programs, especially those programs for culturally different gifted students.

OLE KITTLESON

1. Coordination and planning of preschool workshops.
2. Coordination and implementation of grade-level workshops and scheduling of speakers and consultants for inservice education.
3. Coordination and implementation and liaison with San Diego Junior Theatre.
4. Coordination of resource memos for elementary workshops.
5. Visitations and liaison with county school districts involving gifted programs.
6. Coordination of Monday Professional Growth meetings.
7. Coordination of MGM materials at IMC and coordination of a delivery system for requests from all teachers of gifted.
8. Coordination of elementary summer school program.
9. Coordination of summer school, IMC and inservice catalogs and brochures.

CARLA NEWTON

1. Coordination of the junior high school seminar program.
2. Coordination of junior high/elementary articulation process for seminar program.
3. Coordination of secondary resource memos for Gifted Programs.
4. Coordination of direct district services to schools.
5. Coordination of secondary resource materials for IMC.
6. Coordination and implementation of Science Fiction Symposium.
7. Coordination and implementation of Apprentice Sphere Series for community resource programs.
8. Implementation of Futurism Program.
9. Coordination and implementation of Readers Theatre Workshops in conjunction with the Readers Theatre Institute at San Diego State.

COMMITTEE FOR THE GIFTED TASK FORCES

Innovations and improvements in district gifted programs originate with task forces operating under the Committee for the Gifted. This appointed committee is made up of the Director of Inschool Counseling/Special Programs, the Gifted Programs Supervisor and resource staff, elementary and secondary directors, principals, teachers, a representative from evaluation services, and a member of the San Diego Association of Gifted Children, a parent group. All task forces are chaired by Committee for the Gifted members, but members of task forces are not necessarily members of the committee.

Teachers who volunteer to serve on task forces--and about 33 percent of gifted programs teachers serve each year--have a voice in decision making. As task force members, they examine selected elements of district gifted programs and recommend new directions.

At the conclusion of its work, each task force files a written report of its activities, objectives and recommendations with the gifted programs office. The central staff compiles and reproduces both the reports and cost estimates for items with budget implications. These documents are submitted to the Committee for the Gifted, the District Advisory Committee - Gifted, the San Diego Association for Gifted Children, and the Association of San Diego Educators for the Gifted. Recommendations assigned high priorities by members of these organizations are incorporated into plans for the next year's gifted programs.

Five task forces are currently functioning:

1. Direct Services

   Assigned tasks: To examine direct services to schools and to recommend continuation, termination or refinement of those services.

2. Elementary Programs

   Assigned tasks: To examine elementary cluster school locations, design summer program, review elementary Structure of Intellect program and suggested use of California Curriculum Model.

3. Inservice Education

   Assigned tasks: To examine inservice education and staff development programs and to recommend continuation, termination or refinement of those services.

4. Secondary Programs

   Assigned tasks: To examine secondary summer program, mentor and advance placement programs and develop a means whereby schools can assess learning styles of students.

5. Support Services

   Assigned tasks: To examine present written plan, develop area parent meetings, assess all materials, and study means of improving school communications.

GIFTED PROGRAMS INSTRUCTIONAL MATERIALS

Instructional materials for both elementary and secondary gifted classes are handled in a special section at the Instructional Media Center (IMC) and may be ordered on a "Request for Gifted Programs Books and Materials" form sent to the gifted programs curriculum resource teacher(s), Annex 3, Education Center. Orders are then processed by an IMC clerk employed by gifted programs, and distributed to requesting teachers.

Materials such as special student lessons (most with teachers' editions and answer keys), books, filmstrips and cassettes are listed by subject areas in the *Catalogue of Lessons, Books and Materials Available for Teachers of the Gifted (Elementary and Secondary)*. Subject areas include mathematics, social studies, language arts, reading, poetry, art, music, dramatics, Shakespeare, motion pictures and films, sports, and science. The catalog is available upon request from the gifted programs resource staff, Annex 3, ext. 244.

GIFTED PROGRAMS PUBLICATIONS

The gifted programs supervisor, in response to program needs and/or site requests, makes provisions for the writing and publication of handbooks, curriculum guides, and informational leaflets for parents and others interested in gifted education.

District personnel can obtain publications with 41- stock numbers at no charge by filling out publications requisitions, by telephoned request (270-3171 or 293-8140), or by personal pickup from Materials Development, Room 2002, Education Center. Publications with publication numbers are available at locations specified in the annotated listing below:

K-12 Publications

Title	Number
Procedures for Committee Identification of Gifted and Talented Students, 1976 Procedures and materials included in this publication are for use by teachers, principals, and school psychologists in identifying gifted and talented students for the gifted programs. They were developed by a Committee for the Gifted Task Force in answer to the need for procedures and instruments to supplement IQ tests as a means of identifying gifted and talented children from among the less affluent segments of society.	41-G-3900
Programs for the Gifted - Site Management, revised 1977 (This publication) Elementary and secondary site staff use this handbook as a guide to managing their gifted programs according to state and district guidelines.	41-G-4650

Resource Directory for Teachers of the Gifted, 1973 — 41-G-4525

This annotated directory identifies and locates an abundance of enrichment resources for teachers of gifted classes. Sections guide the teacher to sources of special interest resource directories, general and special interest libraries, career and interest-oriented resources in the San Diego area, calendars of special interest events, speakers, contests and awards, Los Angeles area resources, and organizations for the gifted. Because the directory was researched in 1973, many names of contact persons will be out of date. The resources themselves however will, for the most part, be relevant.

Strategies for Site Evaluation of Gifted Programs, 1976 — 41-G-4610

This definitive publication by a district evaluator offers invaluable help with site written plans. It takes the reader in easy steps along the accountability route from objective writing, past activities, to evaluation. In delineating the many acceptable methods of evaluation, the publication answers the common question, "But how can I measure this objective?"

Secondary Publications

Title	Number
Annotated Bibliography for Use in Junior High Gifted Cluster and Seminar Classes, 1974	41-G-3750

Five annotated bibliographies are included to help the teacher of seminar and cluster groups in junior high school select books for individual reading. The bibliographies, centering on five different themes--Hero, Justice for All, Drama, Youth in Conflict, War--can be used at various grade levels.

Title	Number
Career Education for the Gifted, Junior High School, 1975	41-G-3800

This publication offers guidance to the junior high school teacher whose plans for qualitatively different education fit under the gifted programs' pupil progress goal, "To gain knowledge about career possibilities." Because development of a set of values and a philosophy of life is basic to a wise carer choice, the guide presents both values clarification and career exploration activities.

A Guide for Teaching the Structure of the Intellect in the Gifted Classroom

41-S-9940

This guide's major emphasis is not on theory, but on the "how to." The intent of the guide is to leave the reader with a bsic understanding of Structure of the Intellect (SOI) as well as to furnish references and resources to pull from that will aid in planning an individual classroom program.

Independent Study Programs for Mentally Gifted Students in Senior High Schools, 1977

Publication No. II-A-77-1 (Available from gifted programs resource staff, Annex 3)

A Committee for the Gifted Task Force prepared this overview of independent study programs as they are structured at the five regional centers: Clairemont, Crawford, La Jolla, Morse and Point Loma High Schools. Because independent study programs vary at each regional center, this publication was developed to aid counselors and teachers in junior-to-senior high school articulation and to enable a seminar student and his/her parents to choose the independent study program most suited to the student's individual needs.

Individualized Instruction for Gifted Students Using the Computer Time-Share Program, 1974

41-G-4620

The guide suggests ideas for using the computer time-share system with gifted students in math, science, social studies, and business education. It also includes suggestions for using programmable calculators, tach processing computers, and teacher use of the computer system.

Junior High Seminar Program for the Mentally Gifted Minor, 1976

(No number; order from gifted programs office or resource staff, Annex 3)

This publication overviews the junior high seminar program, then gives details on the program at each of the seven seminar centers. It was developed by a Committee for the Gifted Task Force to aid counselors and teachers in elementary-to-junior high articulation and to enable a seminar student and his/her parents to choose the seminar program most suited to the student's needs.

Outline for Teacher Performance Objectives for Secondary School Programs for the Gifted, 1972

41-O-0900

Help with Stull Bill requirements.

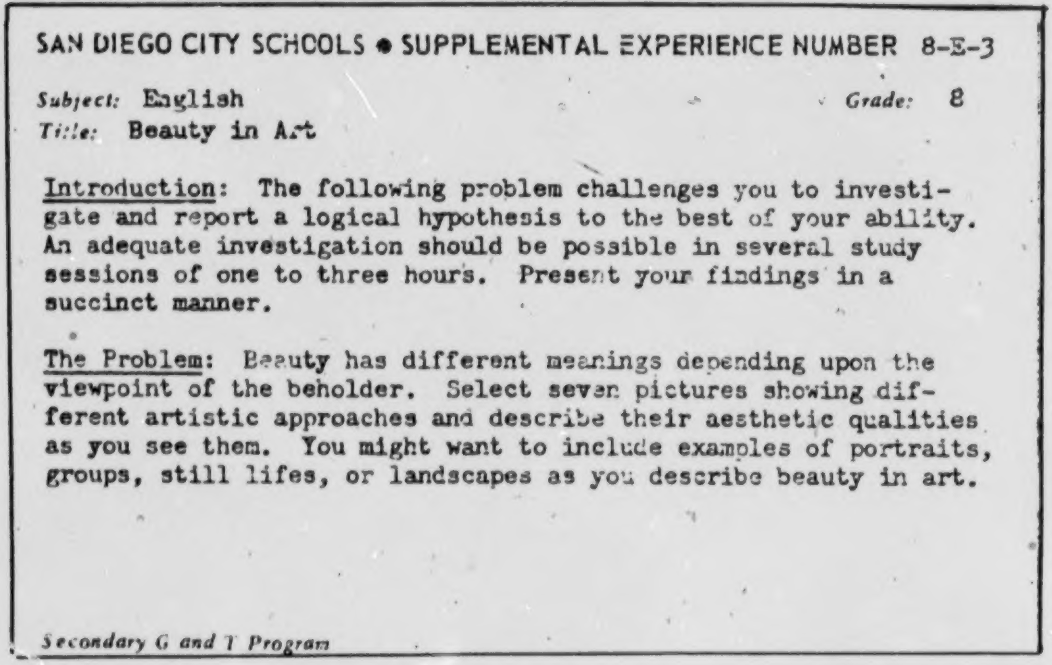
Resource Handbook for Teaching Seminar Classes, Grades 7, 8 and 9, 1972 — 41-S-2950

Every teacher of a junior high seminar or cluster class will find this publication a source of rich and varied ideas for in- and out-of-class experiences. The section headings alone are worth reading.

Supplementay Experiences for Gifted and Talented Students, Grades 7-9, 1965 (Card File) — 41-G-4000

. . . (Blanks for Card File) — 41-G-4100

Supplemental enrichment activities are reproduced on file cards and grouped behind tabbed dividers according to subject matter and grade: English 7, 8, 9; Mathematics 7, 8, 9; Natural Sciences 7, 8, 9; and Social Sciences 7, 8, 9. Activity cards are assigned to students individually to replace or supplement regular classwork. A sample card for Grade 8 English is reproduced below.



SAN DIEGO CITY SCHOOLS ● SUPPLEMENTAL EXPERIENCE NUMBER 8-E-3

Subject: English *Grade:* 8
Title: Beauty in Art

Introduction: The following problem challenges you to investigate and report a logical hypothesis to the best of your ability. An adequate investigation should be possible in several study sessions of one to three hours. Present your findings in a succinct manner.

The Problem: Beauty has different meanings depending upon the viewpoint of the beholder. Select seven pictures showing different artistic approaches and describe their aesthetic qualities as you see them. You might want to include examples of portraits, groups, still lifes, or landscapes as you describe beauty in art.

Secondary G and T Program

Elementary Publications

Title	Number
Curriculum Model for Culturally and Economically Isolated Gifted Students, 1976 This series of curriculum packages is designed for use by primary grade teachers whose classes contain culturally and economically isolated gifted children. By introducing concepts from the immediate environment, the materials assist the children in bridging the gap from the known to the unknown.	41-G-4612
A Program for Study of the Museum of Man by Elementary School Gifted Cluster and Seminar Classes, 1974 This guide is used in conjunction with an educational experience lasting a full day at the Museum of Man in Balboa Park. Pupils are led through an in-depth comparative study of the Hopi and South Coast Indians and are introduced to related studies of archeaology and paleontology.	Publication No. I-B-74-52 (Available from gifted programs resource staff, Annex 3)
Suggestions for Teaching Creative Dramatics in the Elementary School, 1965 Although this Instructional Suggestions Bulletin was developed as an enrichment unit for summer school, it is adaptable to classroom or pullout drama units. Ole Kittleson, elementary gifted program resource teacher, is the author.	41-D-7500
Suggestions for Teaching Mathematics to Academically Talented Students in Cluster Classes,	
. . . Grade 3, 1970	41-M-3203
. . . Grade 4, 1970	41-M-3204
. . . Grade 5, 1972	41-M-3205
. . . Grade 6, 1972	41-M-3206
These Instructional Suggestions Bulletins aid cluster class teachers in coordinating the use of Houghton Mifflin's *Modern School Mathemetics Structure and Use* and S.M.S.G.'s *Mathematics for Elementary School*.	

Publications for Public Distribution

Title	Number
Mentally Gifted Minors Program This comprehensive brochure overviewing the district gifted programs is useful to sites as a give-away at parent meetings or to program visitors. The leaflet is available in the Gifted Programs Office.	41-G-3850

GIFTED PROGRAMS MASTER CALENDAR

The Master Calendar on the following pages lists inservice meetings for principals and teachers, parent and community advisory committee meetings, state and district conferences for educators and others concerned with gifted education, and similar activities developed by the Supervisor of Gifted Programs and his staff to meet gifted program objectives, to improve communication, and to effect continuing improvement in the program.

The loose-leaf format of this handbook allows the calendar to be replaced yearly.

GIFTED PROGRAMS MASTER CALENDAR
1977-78

Date	Activity	Time	Location
September			
1-2	Preschool workshop	8:30-3:30	Annex 6, Room A
1-2	Preschool workshop participants in "San Diego Curriculum Model"	8:30-3:30	Kona Kai
26	District Advisory Committee	7:30	Annex 6, Room A
27	Principals newly assigned to centers - elementary	2:30-4:30	Room 2033
29	Workshop, "Advanced Placement," Nat Allen (Secondary)	1:00-4:30	Henry High School
October			
1	Central Valley Conference for the Gifted	8:00-4:00	Fresno
3	Data printout of gifted pupils due to schools, K-12		
7	Seminar and Independent Study enrollment report due		Room 3126
10	Elementary Professional Growth meeting	3:30	Various locations
13	Inservice, Southeast schools	Pending	Pending
19-22	National Association for Gifted Children, annual convention	8:00-5:00	Sheraton - Harbor Island
20	Principals of elementary centers	2:30-4:30	Adult Resource Center, B-2
21	Update of gifted enrollment and budget due		Room 3126
24	District Advisory Committee	7:30	Annex 6, Room A
24	Secondary Professional Growth meeting		Various locations

October (Cont.)			
25	Committee for Gifted	3:30-5:00	Adult Resource Center, B-3
November			
5	Sixth annual Association for San Diego Educators for the Gifted Conference	8:00-1:45	Grossmont College
5	Sacramento area Gifted Association Conference	8:00-5:00	Consumner College
12-13	Council for Exceptional Children, annual state conference	8:00	Marriott Hotel, Los Angeles
15	San Diego Association for Gifted Children, annual meeting		
21	Elementary Professional Growth meetings	3:30	Various locations
28	Secondary Professional Growth meetings	3:15	Various locations
28	District Advisory Committee	7:30	Annex 6, Room A
29	Workshop #2, "Simulations Games," Garry Shirts (secondary)	8:30-3:30	Balboa Park
December			
6	Elementary workshop, grades 3-4, Leland Webb	8:30-3;30	Casa del Prado, Balboa Park
8	Elementary workshop, grades 5-6, Leland Webb	8:30-3:30	Casa del Prado, Balboa Park
13	Suggestions for secondary summer school due from sites	5:00	Annex 3
January			
18	Task Force written progress reports due	5:00	Room 3126
18	Workshop, "Federal/State City-County Inservice Grants," Sidney Parnes	8:30-3:30	County Department of Education
19	Committee for Gifted	3:30-5:00	Adult Resource Center, B-3

January (Cont.)			
30	District Advisory Committee	7:30	Annex 6, Room A
30	Secondary Professional Growth meetings		Various locations
February			
9	Data printout of gifted pupils due to schools		
16	Workshop, "Federal/State City-County Inservice Grants," Robert Anderson	8:30-3:30	County Department of Education
16	Principals of elementary centers	2:30-4:30	Adult Resource Center, B-2
27	District Advisory Committee	7:30	Annex 6, Room A
28	Secondary Professional Growth meetings	3:15	Various locations
28	Administrative circular on written plan due to sites		
28	Evaluation circular due to sites		
March			
2-4	California Association for the Gifted, 16th annual statewide conference	8:00-4:00	Marriott, Sheraton
6	Elementary Professional Growth meetings	3:30	Various locations
8	Final Task Force reports due	5:00	Room 3126
9	Workshop, "Structure of Intellect," Dr. Mary Meeker (secondary)	8:30-3:30	Various locations
13	Secondary Professional Growth meetings	3:15	Various locations
15	City/County inservice, Sandy Kaplan and George DeCuir	8:30-3:30	County Department of Education
27	District Advisory Committee	7:30	Annex 6, Room A
30	Committee for Gifted	3:30	Adult Resources Center, B-3

April			
12	Board report on gifted programs		Auditorium
17	District Advisory Committee	7:30	Annex 6, Room A
25	Elementary summer school brochures disseminated to school sites		
28	K-12 written plans for programs for gifted (1978-79) due		Room 3126
28	K-12 evaluation of gifted programs (1977-78) due (Retain at school site.)		Remain on site
May			
17	K-12 Results of gifted programs experiments due		Room 3126
18	Principals of elementary centers	2:30-4:30	Adult Resource Center, B-2
22	District Advisory Committee	7:30	Annex 6, Room A
25	Committee for Gifted	3:30-5:00	Adult Resource Center, B-3
June			
26	District Advisory Committee	7:30	Annex 6, Room A
30	State evaluation and written plan due to State Department of Education	5:00	Sacramento, CA

SUPPLEMENTARY DISTRICT SERVICES

The City Schools' operating budget funds regular district services to gifted programs. Some services, particularly Guidance Department identification procedures and clinics, are partially paid by State excess cost monies for gifted education.

GUIDANCE DEPARTMENT (Student Services Division)

Under the Director of Guidance are psychologists whose testing identifies pupils for gifted programs. Also in this department are district counselors trained for family-oriented counseling with students with school-connected adjustment problems.

District procedures covering the Learning Assistance Program, Type J (Mentally Gifted Minors)--

No. 5422	Student Identification for MGM Programs
No. 5424	Standards for Programming and Evaluating MGM Programs

—define the interrelating responsibilities of Guidance Department personnel and site administration and staff in the identification and placement of gifted students. The formal language of procedures, however, obscures the real value of the services guidance personnel are prepared to offer.

Services Involved in Screening, Identification and Placement of Gifted Students

The psychologists assigned to the gifted programs are, by law, members of site committees charged with identifying pupils for placement in the gifted programs. Title 5 specifies that identification be based on a developmental case study made by an identification and placement committee consisting of the principal, a classroom teacher familiar with the school work of the pupil, a credentialed school psychologist, and any other person or persons designated by the principal. (This "other person" is often the district counselor.) Thus, the psychologist is deeply involved in each of the three methods by which a student may be identified as gifted in the City Schools:

1. *Identification of Gifted Students by IQ Test*

   Identification by IQ test follows these steps.

   a. Teachers use the results of group tests, academic performance, and observation of student behavior as bases for screening potentially gifted pupils and bringing them to the principal's attention.

   b. On request from the principal, and after securing the parents' consent, the school psychologist gives these pupils individual IQ tests. If a student tests at or above the 98th percentile of the total school population (Binet 132; WISC-R 131), the psychologist notifies the principal.

c. The site committee reviews all pertinent evidence--IQ, academic performance, personality makeup--as criteria for identifying a pupil as gifted and placing him/her in the program which will be most beneficial. The psychologist's summary and evaluation is an essential ingredient in this developmental case study.

d. The site principal schedules a parent conference to explain the gifted program and to secure the parent's written consent for the pupil's participation (reverse side of "Certification of LAC-J [Gifted]" card).

e. The gifted student is placed in the appropriate program at the site, or placement is worked out between the identifying feeder school and a gifted center.

In this method of gifted identification, the psychologist must participate in Step b (testing) and Step c (site committee identification). However, there are real benefits to the site if the psychologist also aids in Step a (screening) and Step d (parent-principal conference). The rationale for requesting these added services is presented below:

Step a (screening). Psychologists responsible for gifted identification will, on request, conduct inservice directed at helping teachers spot the gifted pupils in their classrooms. Too often, inexperienced teachers will recommend the highly motivated, well-behaved pupil for testing, overlooking the truly gifted student who may manifest more telltale, but undesirable (from the standpoint of classroom discipline) evidences of giftedness. Districtwide, an average of three students are tested for everyone identified as gifted. It is hoped that by assigning a cadre of psychologists to the gifted programs, this ratio can be improved.

Approximately one-third of a psychologist's on-site time is spent testing for giftedness. If teacher inservice could narrow the tested-to-identified ratio, sites would make more profitable use of psychological services. The district, too, would benefit since it is estimated that identifying one gifted student costs three times the $50 maximum the State allows per student for identification.

Step d (parent-principal conference). Although procedure states only that the psychologist *may* be present at parent-principal conferences, parents respond favorably to the introduction of a second professional. The principal, as conference leader, orients parents to the gifted program and their child's projected placement and future prospects. The psychologist is a valuable resource when parents ask questions relating to the test itself. The district counselor may also be included in the interview if he has had prior contact with the student or family, or if future contact seems indicated.

2. *Site Identification, Grades 7-12 Only*

In secondary schools, a student who scores at or above the 98th percentile on an approved group test of mental ability *and* on an approved achievement test in either reading, mathematics, science or social studies may be referred to the site identification and placement committee for possible placement in the gifted program.

Students who have progressed through district schools and who meet the above criteria will have, in most cases, been screened and tested for giftedness in elementary school. Thus, this type of site identification is largely reserved for out-of-district transfers.

The school psychologist, and possibly the district counselor, take part in screening committee deliberations preliminary to student placement. Their interpretations of student behavior patterns are considered in the placement decision. Psychologists and district counselors can also be profitably involved in the parent conference. Parents of transfer students who may be unfamiliar with the concept of special education for the gifted welcome input from guidance personnel.

3. *Identification by Site Committee Action*

Because cultural differences can adversely affect both a student's IQ score and his academic achievement, Title 5, Section 3822, provides for identification of "Culturally Disadvantaged, Underachieveing, Mentally Gifted Minors" under separate criteria. Students considered for identification must have language, cultural, economic or environmental handicaps which interfere with their success in school, restrict the development of intellectual and creative ability, and prevent full development of potential. A site identification and placement committee may identify such students as gifted if members concur that, given a reasonable amount of time and modified curriculum, the students may be expected to perform at levels equivalent to those of gifted pupils identified by other means.

No more than two percent of culturally disadvantaged pupils in the district may be committee-identified and placed in the gifted programs.

Procedures for identification have been developed and tested by a Committee for the Gifted Task Force. Details and sample forms are contained in a 1976 district publication, *Procedures for Committee Identification of Gifted and Talented Students*, Stock No. 41-G-3900.

a. Candidates are screened and recommended by the classroom teacher in elementary schools and by a committee of teachers headed by the English teacher in secondary schools. The teacher completes a screening and nominating form for submission to the principal as head of the site identification and placement committee.

b. With the parent's consent, one of the gifted programs psychologists evaluates the student. This may be acomplished through interview and/or testing.

c. The psychologist's report is just one piece of evidence evaluated when the site committee meets to consider a candidate for the gifted program. All pertinent evidence is examined including biographical and autobiographical information gathered in the screening process. The committee's developmental case study also focuses on the student's strengths, weaknesses and potential as a guide to developing the best possible gifted program to meet his needs.

d. Parents of committee-identified gifted students are invited to school for a conference with the principal and must sign a permission form before their child can participate in a gifted program.

e. A case study file is developed for the student which must include the screening and nominating form, signed parent permissions, the psychologist's summary and evaluation, the report of the committee's recommendations, and an annual review statement of pupil progress (see "Gifted Programs Resource Materials, pages VIII-31 to VIII-39 for samples of forms.) Because the case study file should be as complete as possible, it is recommended that it contain all information which has been gathered concerning the pupil's abilities, interests and needs, and recommendations for future programs.

Both the gifted programs psychologist and the district counselor are prepared to aid sites in the identification and placement process.

Inservice. The Gifted Programs resource teacher assigned to coordinating the committee identification process may ask the psychologist to assist with site inservice programs.

Step a (screening). The psychologist will, on request, aid teachers in understanding and implementing screening processes.

Step b (psychological evaluation). The psychologist has the option of using one or more of a number of approved tests as a substitute for, or supplement to, the individual IQ test. If the IQ test is given, its resulting score does not determine identification. The district counselor, too, may review records and meet with the student.

Step c (committee identification). The psychologist and/or district counselor contribute both facts and informed opinion based on these facts to help the committee determine whether or not the student is identified as gifted and, if identified, where he should be placed.

Step d (parent-principal conference). The form letter recommended for use in notifying parents that their child has qualified for placement in a gifted program gives the parent the option of including the psychologist in an ensuing conference. The parent should be encouraged to request the psychologist's presence since input from this source contributes to the parents' understanding of both the identification process and their child's placement in the program.

Counseling Services

Gifted students with school-connected adjustment problems are referred for district counselor services according to District Procedure No. 2240.

Students who are placed in a Learning Assistance Class, Type H, for educationally handicapped elementary school gifted students receive clinic psychological and psychiatric services concurrently with classroom instruction (District Procedure No. 5401).

Psychologists working in the gifted programs are located in a regional office at Bayview Terrace Elementary School, phone 273-4700. Individual psychologists are:

Joe Tody, team leader
Dave Burkhart
John Brunje
Marshall Dyer
Julia Loudermilk

All district counselors are housed at a regional center at Riley Elementary School, phone 560-7505.

DATA SYSTEMS

Implementation of gifted programs by the Gifted Programs Office and by school sites has been aided by the transfer of student records to data processing. The Data Systems Department's computers "know" that a student has been identified as gifted, whether the identification was made by IQ score or by site committee, and, if by IQ test, the IQ, the stanine, and the date of test.

Transfer of information to data processing is ongoing. As gifted students are identified, the school psychologist involved in the process adds their names to a monthly report. This report goes to Data Systems where the student's records are updated.

The computers' ability to extract information from the records of gifted students and print out requested information enables data systems to comply with requests for three types of services.

1. Gifted Students Reports which are rosters of all gifted students listed by site and by grade level.

2. Gifted Students Reports which list all Binet 145+ IQ students by site and by grade level.

3. Address labels of gifted students.

The following descriptions of how gifted programs utilize these services are not definitive. Sites are encouraged to make maximum use of data processing and to explore further applications of its services.

Gifted Students Reports

Gifted Students Reports list students by site and by grade level. An example of an individual student listing is on the following page.

In October and February the Gifted Programs Office sends a Gifted Students Report to all secondary schools and elementary centers for the gifted. Secondary schools receive a report listing all gifted students enrolled at the site. An elementary gifted center receives reports listing all gifted pupils enrolled at the center school and at its feeder schools.

All schools with programs for the gifted have a designated staff person who coordinates site programs. This team leader is responsible for editing Gifted Students Reports and sending correcting information to Data Systems via the Elementary or Secondary Student Data Form. Reports are corrected to:

-Remove names of pupils who are no longer at the school.

-Add names of identified gifted students who are not on the roster.

-Add missing information such as addresses and parents' names. (It is particularly important to add missing addresses to facilitate mailing notices of summer school programs to all gifted students.)

GIFTED STUDENTS REPORT

DSD ST2-0308.1

ALL ACTIVE STUDENTS

SAN DIEGO CITY SCHOOLS

ADAMS ELEM SCHOOL
LOCATION CODE 3
04/11/74

STUDENT NAME	STUDENT NUMBER	S X	E C	SPEC PROG	RES LOC	CUR LOC	PARENT NAME	R L	STREET ADDRESS	ZIP CODE	HOME PHONE
					GRADE 3						
CROW, JULIET M.	102467-116 B9-134-05/73	G	1	2	179	003	CROW, WILLIAM D.	P	3692 GRANGE AVE	92116	282-4141

Birthdate and Sequence No.

Type of test* (Binet) Stanine

I.Q.* score

Test* Date

Sex

Ethnic Info.

How Identified

School of Residence

School of Attendance

Relationship (P-parent G-guardian)

*When a student has been identified as gifted by a site committee and no IQ test has been administered, information is replaced by:

NO TESTING INFORMATION AVAILABLE.

Data systems assimilates these changes and sends corrected reports to the sites and to the Coordinator of Gifted Programs.

Schools find Gifted Students Reports useful tools when programming students into the required 200 minutes per week of qualitatively different education, accounting for the placement of students in fundable programs, and estimating the gifted programs funds which will be available to fund written plan activities.

Sites housing elementary seminars and junior and senior high seminar programs for the highly gifted receive special Gifted Students Reports of all students, Binet 145+, enrolled in the district. These special rosters are used in search-and-enroll missions. Eligible students in feeder schools or, if necessary, in an expanded attendance area, can be pinpointed, notified of eligibility for the highly gifted program, and invited to articulation activities scheduled in appropriate locations.

Address Labels

Address labels are ordered from the Student Information clerk in Data Systems. Elementary cluster centers or secondary schools with cluster programs can order address labels of all gifted students to mail meeting notices and other information to parents and/or students.

Centers for the highly gifted can order address labels for eligible students in feeder schools to:

-Mail notices of orientation meetings to parents of potential enrollees.

-Mail notices of acceptance to the program.

Individual year-end evaluations or other forms which go in the students' case study files can be tagged with labels from Data Processing.

WRITTEN PLAN - ELEMENTARY

PLANNING THE SITE PROGRAM

State laws covering the funding of gifted programs, as written into district procedures by the Gifted Programs Office, have introduced Planning, Programming and Budget System (PPBS) accountability to site programs. Each elementary school with a gifted program(s) manages its own funds which have been decentralized on a per-pupil basis and prepares a written plan to document the use of these funds for 200 minutes per week of qualitatively different education for each identified gifted student.

The structuring of a site gifted program and its resulting written plan is a site committee function involving administration, teachers, and parents. The committee is chaired by the principal or his designee, usually the site team leader chosen from among teachers of gifted classes. Input may be solicited from the Supervisor of Gifted Programs and resource teachers in the program. Such cooperative planning makes possible a total program approach which better ensures effective programming, parental understanding and support, teacher strength in the program, and creative utilization of decentralized AE (gifted) funds for shared resources and activities.

The requirement of a written plan with an itemized budget for plan implementation has not had the effect of locking site gifted programs into mandated stereotypes. Instead, the committee scrutiny which is necessary for developing a viable plan has resulted in creative approaches to qualitatively different education and reinterpretation of the conventional cluster and/or seminar design at many sites.

PROGRAM MODELS

Special education for the gifted usually begins at Grade 3. Four schools currently have K-6 programs, and Board of Education policy will allow additional schools to implement primary programs if they are incorporated into site written plans.

Two program models for gifted education are provided in Grades K through 6: the cluster and the seminar. Both are offered at regional centers at elementary schools selected on the basis of number of gifted pupils available at the site and at feeder schools (cluster), and Board of Education approval (seminar). While schools have little choice as to program model, much flexibility is allowed within each model.

CLUSTER CLASSES

Centers for the gifted hosting cluster classes draw IQ- or site-identified gifted pupils from other elementary schools in their vicinity. The IQ requirement is 132+ Binet or 131+ WISC-R. Gifted pupils are clustered in regulation-size classes which are filled out with high achievers. Board of Education policy states that the minimum number of gifted students at a center must be either (1) 44 overall in a grade-level cluster program, or (2) 22 overall in a multigrade program. District policy recommends that at least half the class members be gifted pupils.

To claim State funds (and, consequently, district-decentralized funds) for each gifted pupil participating in the program, cluster class curriculum must offer gifted students enriched education. Non-gifted students in the class, of course, have the opportunity to join in most experiences planned specifically for the gifted. However, because gifted students master basics more quickly than do regular students, their drill time can be reduced to allow opportunity for independent or small-group enrichment projects using materials purchased with gifted program funds.

The cluster concept started as a grade-level program with each center offering a class at each level. Although many sites still group in this manner, there are many variations on the theme as well as within the theme.

Grade-level Cluster

The traditional approach to grade-level cluster grouping is to have each teacher provide 200 minutes per week of qualitatively different education for his/her own pupils. This is accomplished in many ways:

-Enrichment built into every curriculum area with field trips and community resource persons scheduled as appropriate to the subject being studied. Teachers may plan special activities such as monthly talent sharing or weekly readings of original writing.

-Same as above with, for the upper grades, a free choice activity period which results in pupil-produced products; e.g., creative, research or poetry writing; art work in many media; science exhibits; musical or dramatic performances.

-A predetermined number of minutes per day devoted to mini-units in specialized fields; e.g., setting up an ecosystem; a news unit resulting in a pupil-produced bimonthly parent newsletter and capped by a field trip to a newspaper; a gray whale study and a whale watching boat trip.

Many schools use team teaching for gifted clusters. At schools with a large number of gifted students at one grade level, teachers will often team-teach one large class or will maintain their individual classrooms while traveling between rooms to teach in their strength areas. An example of innovative team teaching is a fourth-grade class where activities in all subject areas follow the theme, "A trip around the world." There is a math unit on foreign currency and banking; a newspaper unit; creative writing involving the different cultures studied; and independent and small-group exploration of a chosen country.

Multigrade Clusters

Multigrade cluster grouping is often determined by the size of the school and its staff and the number of gifted pupils at each grade level. The usual pattern is a mixture of single-grade and multigrade clusters at a site, each class taught by a single teacher. These variations are found in site plans:

-Grades 3 and 4 are grade-level clusters. In Grades 5, 6 and multigrade 5-6, however, each of four teachers has a cluster of gifted pupils. Each teacher plans and conducts a six-week enrichment unit in a specialty area. All gifted pupils, Grades 5 and 6, are pulled out for these units which involve field trips and guest speakers.

-In a year-round school, all gifted pupils are clustered in a multigrade loft program with four teachers.

CLUSTERS PLUS PULLOUT OR REDEPLOYMENT

Pullout or redeployment are being increasingly used to provide qualitatively different education for cluster pupils. Cluster teachers and others on the staff with special skills cooperatively plan and conduct units in such enrichment areas as autoharp, photography, puppetry, Spanish, art, language arts/drama, ethnic dancing, typing, and guitar. Gifted pupils from all the cluster classes redeploy to other rooms or school areas for these units. Three types of pullout programs have been noted in site plans:

1. Classroom experiences stress basics plus the enrichment necessary to hold the interest of gifted pupils. Pullout or redeployment activities provide the required 200 minutes per week of qualitatively different education.

2. Classroom enrichment, planned for 120 minutes per week, combined with 80 minutes of pullout activities, adds up to 200 minutes.

3. Classroom enrichment covers the required 200 minutes per week. In addition, each gifted student is allowed to choose at least three special activities on a pullout basis.

Pullout programs are especially adaptable to sites where a learning center can provide both the location and the resource materials needed.

SEMINARS

Seminar classes at seven regional centers enroll only pupils who have been identified as "highly gifted" by a Binet score of 148+ or by a site screening committee. In either case the screening committee must further determine that the student's degree of giftedness has created unique educational needs which can best be met in a seminar. Board of Education approval is necessary to establish a seminar since the district's pupil/teacher ratio is violated by small class size (maximum 18) and the center school must be compensated for .5 teacher position from gifted (AE) funds for each seminar class.

Seminar centers fall into two patterns depending on the number of highly gifted pupils enrolled:

1. Two classes (36 pupils), multigrade 3-4 and 5-6, each taught by one teacher.

2. One class (18 pupils), multigrade 3-4-5-6 or 4-5-6, taught by one teacher.

Grade-level distinctions are not rigid; emphasis is on enriched educational experiences rather than on a structured grade-level curriculum.

TYPE H (EDUCATIONALLY HANDICAPPED) CLASSES FOR THE GIFTED

At two elementary schools, Learning Assistance Classes, Type H, for gifted pupils are funded under the AD (Educationally Handicapped) budget with an additional $50 per pupil from gifted (AE) funds. Enrollment is multigrade and limited to 12 per class. Each student must attend no less than the minimum day required at his grade level unless either his attending physician or the Central Placement and Admissions Committee has adequate reasons for recommending an exemption.

Written plans for Type H classes for the gifted read much the same as those for cluster or seminar classes. The EH teacher's implementation of the program, however, is quite different. Whereas cluster and seminar pupils are largely high achievers, most gifted Type H pupils are characterized by a total lack of productivity. Each one has come to the class with a background of academic underachievement and inadequate study skills plus a history of social, behavioral and/or emotional maladjustment. To effect behavior modification, a student's 200 minutes of qualitatively different education is individually designed and often completed under a contract which has built-in penalties for late or non-completion.

PREPARING THE WRITTEN PLAN

Each elementary center with cluster classes and/or seminars is responsible for filing a written plan which overviews its next year's program of gifted education. Formats for these plans are incorporated into an administrative circular which is sent to the sites early in the second semester of the school year prior to plan implementation. The circular designates the date (usually late April) that the plan is due in the Gifted Programs Office, Room 3126, Educa-Education Center.

Plans will be reviewed by a central committee chaired by the Director of In-school Counseling/Special Programs and including the Supervisor of Gifted Programs, a curriculum specialist, and an elementary director, site administrator, and teacher. After review, the committee approves a plan or returns it to the site for revision and resubmission.

Each site is requested to submit one original typing of its plan. The original is necessary since the plan must be duplicated and copies given to members of the review committee.

To simplify the committee's task and to provide a basic structure, the Gifted Programs Office has designed a format for the plan:

I. Grade Level(s), Program Model(s), and Number of Students in the Program(s)

II. Program Components

III. Budget

The following pages present information and suggestions for completing these sections. Formats for each part are adapted from models prepared by the Gifted Programs Supervisor. These may be revised from year to year as experience indicates need for change or clarification.

I. GRADE LEVEL(S), PROGRAM MODEL(S), AND NUMBER OF STUDENTS IN PROGRAM(S)

The example on page II-7 illustrates how a school with grade-level cluster classes at Grades 3 and 4, a team-taught multigrade 5-6 cluster, and multigrade 3-4 and 5-6 seminars would complete part I of the written plan. As indicated on the example, many schools use two pages for part I; one for clusters, the other for seminars. For this reason, duplicate copies of part I are included in the administrative circular.

Rationale for using separate pages in the plan for reporting cluster and seminar classes is that the required instructors' and parents' signatures (see example) must represent different grade levels and program models.

Involvement of Staff, Parents and Students in Plan Development

Most plans are developed by the principal and teachers working in committee. The plan will usually be signed by the team leader appointed from among the site's teachers of the gifted, and by cluster and seminar teachers of different grade levels. In addition to this indication of staff involvement, the plan must include a minimum of three parents' signatures. These signatures may attest to either a passive role of reading and approving the staff-developed plan or active participation in the planning process.

It is to the advantage of the site gifted program that the parents' signatures represent input. Recognizing this, some schools have solicited parent involvement by preparing questionnaires and including parents in both plan development and plan evaluation activities. Parent participation in planning can lead, ultimately, to parent participation as resource persons in the program.

Some written plans, particularly those for seminars, involve the pupils. This is usually accomplished through classwide discussion and evaluation of activities throughout a plan's implementation year. Ideas expressed at these sessions influence the next year's plan. One cluster teacher formulates objectives for his program, then involves the students in choosing activities that will implement these objectives.

A school which sees value in involving many segments in program planning reported to the Gifted Programs Office that "The proposed plan is a consensus of needs expressed verbally and in written form from students, parents, staff, and site administration. Elements of the plan were presented to representatives of the PTA executive board, the Citizens Advisory Committee, and the faculty for analysis. Marked enthusiasm for the program was manifested in the remarks of these school-community representatives. A growing acknowledgment that the gifted programs greatly enhance the total school program is a public relations aspect that cannot be ignored."

SAN DIEGO CITY SCHOOLS
Student Services Division
GIFTED PROGRAMS

WRITTEN PLAN OF PROGRAMS FOR THE GIFTED, 19__-__

School: ______________________________

I. GRADE LEVEL(S), PROGRAM MODEL(S), AND NUMBER OF STUDENTS IN PROGRAM(S).

*A. Cluster
*B. Seminar
*C. Self-Initiated Studies

Grade	*Program Model	Number of Students	Name of Teacher
3	A	10	C. Miller
4	A	9	D. Hawkins
5-6	A	26	E. Pace, M. Sexton
3-4	B	18	H. Reinhardt
5-6	B	18	K. Meints

or include a second page for seminars

Total number of gifted students in programs: 81

Signed:

______________________________ Instructor(s) Date: __________
______________________________ Instructor(s) Date: __________
______________________________ Instructor(s) Date: __________
______________________________ Principal Date: __________
______________________________ Parent of MGM Student Date: __________
______________________________ Parent of MGM Student Date: __________
______________________________ Parent of MGM Student Date: __________
______________________________ __________

II. PROGRAM COMPONENT

Program components are classroom or pullout units of instruction which, together, add up to 200 minutes per week of qualitatively different education for each pupil receiving special gifted funds. The format for part II of the written plan provides a framework for describing these components. The examples on pages II-15 and II-16 have been adapted from written plans from two elementary schools.

Page II-15 illustrates a mathematics/economics component of a program for a sixth-grade cluster class. (Creative arts and science and health components complete this teacher's 200-hour program.) Page II-16 shows an exploratory careers education component of a pullout program which also includes units such as photography, music and drama, typing and foreign language.

Each program component is usually written on a separate page of the part II format. Sites with in-class programs assemble the components of each classroom's program, then clip the programs all together and attach them to part I. Components of pullout programs are also assembled and attached to part I.

Directions for writing program components using the part II format follow:

Program Component. Name the component's subject area(s), e.g., mathematics/economics, typing, language arts, human relations.

Statement of Goal. The goal broadly states just what it is that the program component is designed to accomplish, or provide, and sometimes adds its purpose. Goals refer to the overall direction of the instructional unit, are stated in general terms, and do not elaborate standards of performance.

Goals in written plans should be compatible with one or more of the overall pupil progress goals of the district's gifted programs, which are:

-To excell in academic attainment.

-To acquire the intellectual skills of analyzing and defining problems and finding alternative solutions.

-To engage in creative expression at a product level.

-To gain knowledge about career possibilities.

-To broaden positive interest in leadership.

-To participate in activities which will increase kinesthetic motor skills.

-To gain an understanding of self and gain in relationships with other persons.

Goals may be stated in complete sentences or start with the infinitive form of the verb as illustrated in these representative samples from written plans. Program components' subject areas are in parentheses.

(Language Arts) The instructional program will provide cluster students with a variety of experiences for developing knowledge of the newspaper as a major communication and information dispensing medium.

(Research Exploration) The instructional program will provide research exploration experiences (self-initiated projects) in order to develop personal interest areas.

Objective.* So far, the component has been classified as to subject area, and a broad goal stated. Now the goal must be spelled out in terms of specific and measureable performance objectives.

The process of formulating objectives enables the teacher or site planning committee to structure his/their thinking about the program component.

-Just how will the planned curriculum be qualitatively different?
-What outcome or benefits to the student can be anticipated?
-How can the outcome or benefits be evaluated?

City Schools evaluators suggest that performance objectives be written according to a simple ABCD(E) rule:

Audience - The audience, or subject, must always be the learner, e.g., "All seminar students," "80% of all participating cluster students." The task of the central plan-reading committee will be simplified if the learners are identified as *cluster* or *seminar* students.

Behavior - Describe what the learner is intended to learn or the tasks he should perform. Behavior should be clearly observable; avoid ambiguous verbs such as *understand*, *appreciate*, *comprehend*.

Conditions - Describe conditions or "givens" which have been provided to the learner as he demonstrates the exit behavior required in B. These conditions may be specific, e.g., "Given an opportunity to participate in 20 days of typing instruction." Or they may be implied. When C is stated as a cut-off date (e.g., "By February 2") this implies that by this date the student will have been "given" the curriculum described in the component's activities. C is often written first in an objective.

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*All that can be usefully said about the need for, and the writing of, performance objectives is said clearly and understandably in the publication *Strategies for Site Evaluation of Gifted Programs* (Stock No. 41-G-4610), San Diego City Schools, 1976. This explanation, therefore, is based on *Strategies* material.

Degree - Describe the minimal acceptable level of performance at which the learner can "pass" the required behavior. Include the criterion for judging, if appropriate or necessary.

Evaluation Design - This added component can be specified in the objective (see sample objective below). E is seldom included in written plan objectives, however, since the part II format provided a separate column for this information.

The following objective from a written plan was rated 5 on a scale of 1 to 5. For clarity, it has been broken down according to the ABCD(E) rule.

By May 1977*	C
70% of Grade 4-6 cluster and seminar students	A
will take typing instruction	B
for a minimum of four weeks;	D
50% (of Grade 4-6 seminar and cluster students)	A
will demonstrate improvement in speed	B
by 10 words per minute	D
as measured by a pre- and post- standardized typing test	E

In objectives where the successful completion of a task is the performance criteria, B and D cannot be separated according to the ABCD(E) formula. These are perfectly acceptable objectives, however, since the implied degree is 100%. The following example was also rated 5.

Given an enrichment unit in interpreting and utilizing the globe and other graphic map data,	C
90% of cluster students enrolled for the full unit	A
will be able to identify and label the world's continents and oceans on an outline map.	B and D

Grade Level. In addition to listing the grade level of the seminar or cluster class for which a component is planned, the teacher's name is often typed near the school's name, upper left. This gives the central committee that reads the plan a clear picture of exactly where the component belongs, especially if the objective does not identify the learners as to seminar or cluster students, or when a multigrade teacher plans a component for specific grade levels within the class.

If the component is part of a pullout or redeployment program, use the grade levels of students eligible to attend.

Number of MGM Pupils Served. Pupils served are those who will be exposed to a component's activities and evaluated for achievement of the objective.

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*This condition could also have been stated, "Given an opportunity to participate in 20 days of typing instruction."

Activities. Activities describe the curriculum through which the objective is achieved. Two articles reprinted in the resources section (VIII) of this publication offer insights into the process of planning curriculum to fit the special needs of gifted students. These articles are titled "Establishing Measurable and Appropriate Objectives for the MGM Program" and "Examining Alternative Models - Input Objectives."

When a component is initially planned, objectives and activities have a chicken-egg relationship. Ideally the objective is formulated first. Actually, however, the teacher or committee will have preplanned some activities. The thought which must go into structuring an acceptable objective then forces the planner to rethink, and perhaps replan, activities:

-Do the activities offer the student qualitatively different education?

-Of all the possible activities through which the objective may be achieved, are these the right ones for this particular class?

-Are the activities fundable (see Section VIII, "Gifted Programs Resource Materials" page VIII-73 for guidelines to fundable and nonfundable activities)?

To quote from *Strategies for Site Evaluation of Gifted Programs*, ". . . there are many ways to achieve an objective, depending on the characteristics of students, teachers, educational resources, and the learning environment. [Choosing activities] opens the door to the teacher's creativity and ingenuity on the one hand, and his or her common sense and practicality on the other."

The first time a program component is implemented, the teacher should regard the activities, and objectives too, as experimental. If students exposed to the activities do not end up performing at levels specified in the objective, then either the activities or the objective (or both) can be restructured realistically for the following year. (Evaluators find, however, that teachers tend to expect too little rather than too much of gifted students.)

There will be years, too, when previously successful activities will not fit a new situation. For example, a seminar teacher who plans Spanish lessons which culminate in an original Spanish musical may confidently recycle these activities:

1. Weekly Spanish lessons taught by a bilingual parent using a Spanish textbook.

2. Writing original music with Spanish lyrics.

3. Writing an original Spanish script to include the musical selections.

4. Study and application of play production techniques and script writing.

Then, the planned-for bilingual parent takes a job and the students, though gifted, prove totally incapable of writing original tunes. An alternative source of Spanish instruction and writing original lyrics to familiar tunes will accomplish the objective well enough to satisfy an evaluator.

Ways in Which Activity is Qualitatively Different. The format's requirement that the plan writer(s) specify *how* each activity is qualitatively different from the regular curriculum makes sure that the activities *are* different. Further, the differences are made clear to both the district central committee that judges the plan and State personnel who may review the plan as part of their audit of the total district gifted programs.

For the convenience of plan writers and reviewers, ways in which an activity may be considered qualitatively different have been codified as follows:

1. Materials are used which are designed specifically for, or are appropriate exclusively for, the gifted.
2. Community resources and consultants are used in enrichment activities not regularly a part of the regular district program.
3. The activity is not a part of the regular *advanced* curriculum prescribed for that grade level; i.e., it must be separate and apart from advanced courses or activities.
4. The activity involves specialized treatment of materials in an intensive or in-depth manner.
5. The activity requires independent study research outside of the scheduled class requirements.
6. The activity is accelerated or self-pacing.
7. The activity involves unusual use of materials and equipment.
8. The activity is a pullout enrichment program designed for gifted students.
9. The activity can be related to the Structure of Intellect model.

The code number(s) of the condition(s) which make the activity qualitatively different is typed in the proper column opposite the activity. See the examples on pages II-15 and II-16 of correct use of this coding.

See Section VIII, Gifted Programs Resource Materials, pages VIII-43 to VIII-46 for examples of an objective and enabling activities for each of the above nine operational definitions of qualitatively different activities.

Time Line (July-June) and Approximate Number of Minutes per Week Devoted to Component Activities. The number of weeks and number of minutes per week of instruction allotted to components of a site's written plan must add up to 200 minutes per week for each child receiving gifted program funds. An example of correct time accounting is found in plans for a sixth-grade cluster with three in-class components, plus a redeployment unit for all cluster students, Grade 4-6.

Creative Arts - Sept.-June - 100 minutes per week
Science and Health - Sept.-Dec. - 100 minutes per week
Mathematics/Economics - Feb.-June - 100 minutes per week

A pullout program for all Grade 3-6 cluster students looks like this, timewise:

Spanish - Sept. 20-Oct. 22 - 180 minutes per week
Photography - Oct. 25-Nov. 26 - 180 minutes per week
Creative Writing - Nov. 29-Dec. 17 - 180 minutes per week
Career Exploration - Jan. 3-Feb. 25 - 180 minutes per week
Music/Drama - Feb. 28-April 29 - 180 minutes per week
Mathematics Lab - May 2-June 10 - 180 minutes per week
Independent Study - Sept. 20-June 10 - 30 minutes per week

The sample formats illustrate two methods of indicating a component's time line: with a line ↦ drawn under the months, page II-15, or by enclosing the months in parentheses, page II-16. A third perfectly acceptable method is to type in the exact dates, e.g., Jan. 3 to Feb. 25. Although most components are submitted with one overall time line covering all activities, some year-long components will be submitted with a separate time line for each activity.

Evaluation Design. If the objective has been correctly written it will state what the learner is expected to accomplish as a result of the component's activities and the minimal acceptable level of performance. It is the plan writers' responsibility to choose and identify instruments and methods for measuring performance.

Evaluation instruments and methods are described in detail in *Strategies for Site Evaluation of Gifted Programs* (Stock No. 41-G-4610), San Diego City Schools, April 1976. A careful reading of this material will enable the writer to plan an effective evaluation design.

The most widely-used instruments of evaluation are listed below:

1. Individual student record cards
2. Teacher-constructed tests
3. Standardized tests: norm-referenced or criterion-referenced
4. Teacher observation checklist
5. Teacher-parent conference
6. Student-teacher conference
7. Student self-evaluation
8. Group discussions with teacher critique
9. Product evaluation (creative/written/oral presentation)
10. Teacher-maintained logs
11. Surveys and questionnaires
12. Other (specify)

To simplify writing the evaluation design it is only necessary to list the code number(s) of the chosen instrument(s). As sample plans on pages II-15 and II-16 illustrate, evaluation methods which do not fit under categories 1 through 11 are coded 12 (other) and described.

Cost. Gifted programs funds budgeted for each component must be figured and noted. It is usually a simple matter to charge such items as field trips, textbooks, consultants' fees, or instructional supplies to specific components. On the other hand, overlapping expenses--a TA's salary, telephone service--must be prorated.

The total cost of a plan's components will equal the amount allocated to instruction-related expenses in a site's gifted programs budget. Excluded from this balancing act are expenses incurred by staff members attending a conference, including their substitutes' salaries. (On the other hand, a substitute hired to cover a class while the teacher takes gifted pupils on a field trip would be charged to the component wherein the field trip is an activity.

II. PROGRAM COMPONENT: Mathematics/Economics

Name of School:

Statement of Goal: The instructional program will provide students with simulation stock market activities designed to build understandings of mathematics applications in economics.

Date of Preparation:

Performance Objective	Grade Level	Number of MGM Pupils Served	Activities	Ways in Which Activity Is Qualitatively Different (Code according to instructions.)	Time Line (July-June) and Approximate Number of Minutes per Week Devoted to Component Activities	Evaluation Design (Code according to instructions.)
Following three months of simulated stock market activities, each cluster student will demonstrate the ability to make in-depth use of economic vocabulary, charts and financial recordings of stock issues as stated in journals and periodicals.	6	17	1. Stock purchases, sales and dividend exchanges will be organized on a daily basis.	1. Codes 3, 4, 5	JASONDJFMAMJ 100 minutes per week	Codes 2, 4, 8 Code 12. Student-parent informal evaluation will follow the sale of stock in June.
			2. Small groups will discuss basic economic issues and trends during selected seminar periods.	2. Code 3		
			3. An Economics Club will be organized to follow student interests.	3. Code 3		
			4. MGM students will make field trips to brokerage firms and hear guest speakers on stock market-related subjects.	4. Codes 2,8	Cost: $500	

II. PROGRAM COMPONENT: Exploratory Career Education

Name of School:

Statement of Goal: The pullout program will enable cluster pupils to explore career possibilities with exposure to various occupations through community involvement.

Date of Preparation:

Performance Objective	Grade Level	Number of MGM Pupils	Activities	Ways in Which Activity Is Qualitatively Different (Code according to instructions.)	Time Line (July-June) and Approximate Number of Minutes per Week Devoted to Component Activities	Evaluation Design (Code according to instructions.)
At the conclusion of Exploratory Career Education pullout activities: -95% of the cluster pupils who selected the program will have been exposed to the inner workings of local establishments and institutions as evidenced by trip rosters and written and/or oral reports. -70% of those who selected the program will be able to name three specialists and describe one activity associated with each person's field.	3-6		1. Field trips will take students to sites such as a bank, Salk Institute, the county courthouse, Navy facilities, a museum, and a university.	1. Codes 3,8	JASOND(JF)MAMJ 180 minutes per week	Codes 10, 12 (Code 12. Each pupil will compile a scrapbook which includes a field notebook.)
			2. Guest speakers will share experiences with the cluster group and arrangements will be made for interviews with specialists.	2. Codes 2, 3, 5, 8		Code 8

Cost: ______

III. BUDGET (Ref. *Programs for the Gifted--Site Management*, Section IV)

Category	Total Expenditures (1, 2, 3)	Program Type:		
		Cluster (1)	Seminar (2)	SIS (3)
Teacher Assistant				
Teacher Substitute				
Instructional Aide, Hourly				
Reader Assistant, Hourly				
Textbooks				
Instructional Supplies				
Consultant Services				
Rental of Equipment				
Rental of Equipment, Computer Asst. Instr.				
Curriculum Writer, Hourly				
Conference Fees				
Travel, Out-of-District				
Telephone Service				
Field Trips				
Permanent Equipment				
TOTALS				

When a plan budget assigns over $300 to the purchase of permanent equipment, it is necessary to affix an attachment to part III, the budget page. Each item of equipment must be described and costed, and its relationship to a specific component and objective explained.

Part III of the written plan format provides a form similar to the one above for detailing how site gifted funds will be spent. Most sites submit one budget page which includes both cluster and seminar program costs while a few use a separate budget page for each program.

Site budget planning and fund management are covered in detail in section IV of this publication, "Procedures for Expenditure of Site Funds." In the preliminary phases of plan writing it is important to review section IV to determine if planned-for budget items are allowable under State guidelines for spending gifted funds.

The budget total will equal the combined costs of a plan's components plus such noninstructional expenses as teachers' registration fees and travel chargeable to conferences on gifted education.

EVALUATION OF THE WRITTEN PLAN

The spring administrative circular requesting sites to submit a written plan for the next year's gifted program will be accompanied by another circular requesting evaluation of the plan which is, even then, being implemented. When this evaluation is completed, the school will have taken both a last step and a first step in writing its yearly plan.

Last step. Evaluation, due in the spring of the program year, is the last step for the plan currently in force. The State requires an evaluation of pupil progress from each site operating an approved gifted program. *This evaluation is to be kept on file at the site for public inspection.*

"Public" could include personnel from the State Department of Education who are expected to audit the total district gifted program, or the Supervisor of Gifted Programs and members of his resource staff conducting a spot check in anticipation of State audit. State and district auditors will be looking for "Yes" answers to these questions:

-Was pupil progress evaluated under performance objectives?

-Were the evaluation instruments appropriate?

-Is the summary data clear?

-Were the evaluation conclusions incorporated into the next year's plan?

-Does the new plan's budget reflect a changing or maturing program? Even recycled components' budgets will change from one year to the next, e.g., once materials are purchased a first year, more money may be available for field trips in ensuing years.

First step. Implicit in Planning Programming, and Budget System (PPBS) is a continuing process of review and analysis of all program components. When evaluation of a program component shows that the performance objective has been satisfactorily met, its accomplishing activities can be recycled as part of the coming year's plan. Partially successful strategies can be restructured; new approaches can be worked out to substitute for failures--or for components which are merely tired and old.

Like the written plan, evaluation is completed by component, and the administrative circular furnishes a format for the task. An example of a completed evaluation is on page II-19. For continuity, the evaluation is a follow-up of the component used on page II-16 as an example from a written plan.

School ______________________

EVALUATION OF WRITTEN PLAN, 19__-19__

Use this form to evaluate pupil progress under the written plan for the current school year. Complete in duplicate and retain copies at school. State law requires that the evaluation be available for public inspection.

COMPONENT: Exploratory Career Education

Number of MGMs involved: 35

Number of MGMs who achieved objective: (a) 34 (b) 30

PERFORMANCE OBJECTIVE (Copy from last approved written plan.)	GRADE LEVEL	EVALUATION DESIGN (Copy from last approved written plan.)	SUMMARY OF DATA. (Interpret the data. Be specific and concise. Attach copies of surveys or questionnaires.)	CONCLUSIONS (Base on summary and interpretation of data, column 3. Be brief and pertinent.)	RECOMMENDATIONS (If evaluation results are satisfactory, recycle component. If evaluation indicates weakness, delete or redesign. Indicate how changes will improve program.)
At the conclusion of Exploration Career Education pullout activities:				The pupils gained insight in the areas to which they were exposed. This was evidenced by their participation during follow-up discussions and by the perceptive questions during and after speakers and tours. Unfortunately the cafeteria was the only area usable. The unavailability of a working classroom site prevented thorough in-depth follow-up, as was planned. This also precluded the setting up of interest centers and the easy availability of books and supplies. Many afternoons the area had to be shared with the orchestra.	1. A regular classroom assignment is necessary for follow-up and research work. 2. The activity would be more effective if it were possible to work with fewer pupils at a time--subdivide, regroup, etc. The career group numbered 35. Estimated cost: ______ (Refer to this estimate when figuring the budget for the coming year's plan.)
a. 95% of the cluster pupils who selected the program will have been exposed to the inner workings of local establishments and institutions as evidenced by trip rosters and written reports.		Code 10 Code 12 (Individual scrapbooks which include field notebook)	a. Teacher-maintained logs of field trips indicate that 34 out of 35 cluster pupils who selected program (over 95%) participated in 3 out of 4 field trips. Scrapbooks evaluated on a 10-point scale yielded a mean score of 8.7.		
b. 70% of those who selected the program will be able to name three specialists and describe one activity associated with each person's field.		Code 8	b. 85% of participating students successfully identified 3 specialists and associated them with their fields as stated in the objective and evaluated by an oral quiz.		

HELP!

In addition to the information contained in this publication, there are other resources, both human and printed, available to site committees planning for gifted education:

-Human Resources

Questions of policy may be referred to the Supervisor of Gifted Programs, Education Center, Room 3126, phone 293-8436.

Practical aid in planning a site program for the gifted and for expressing this plan in its required written form is offered by the gifted programs resource teachers, Education Center, Annex 3, phone 293-8144. Resource teachers will, on request, travel to the site and assist with plan writing.

-Printed Resources

A most HELPful publication which should be at every gifted program planner's and writer's elbow is *Strategies for Site Evaluation of Gifted Programs*, San Diego City Schools, 1976 (Stock No. 41-G-4610). Constructive and easily understood help is offered in writing measurable objectives and in selecting appropriate evaluation strategies. Phone an order to Materials Development (270-3171 or 293-8140) or pick up a copy in Room 2002, Education Center.

ELEMENTARY GIFTED CENTERS WITH CONTRIBUTING SCHOOLS AND JUNIOR HIGH SCHOOLS

Centers Elementary Gifted	Contributing Elementary Schools	Junior High Schools
Balboa	Baker, Bandini, Emerson Kennedy	Gompers, Memorial
	Knox	**O'Farrell
Bird Rock	None	**Muirlands
*Birney	None	Roosevelt
Carson	Barton, Chesterton Linda Vista, Twain	Montgomery
Chollas	Baker, Bandini, Kennedy, Knox, Mead Webster	Gompers
Cubberley	Juarez, Wegeforth	Taft
Curie	None	Standley
Dailard	None	Pershing
Decatur	None	**Muirlands
**Dewey	None	Collier
**Encanto	Audubon, Freese, Fulton Keeler, Valencia Park	**Bell, **O'Farrell
Ericson	Breen, Hickman, Mason, Sandburg, Walker	Mira Mesa
**Farnum	Bayview Terrace, Crown Point	Pacific Beach
Franklin	Adams, Central, Edison	Wilson
Gage	Cleveland, Forward	Pershing
Grant	Brooklyn, Florence, Jefferson, McKinley, Washington	Roosevelt
	Fremont	Collier
Green	None	Pershing
Hancock	Miller	Serra

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*LAC-Type H Gifted Program.

**Seminars for the Highly Gifted.

Centers Elementary Gifted	Contributing Elementary Schools	Junior High Schools
Hardy	Montezuma	**Mann
**Hearst	None	**Lewis
Jackson	Carver, Clay, Darnall, Euclid (East,) Marshall, Montezuma, Oak Park (North) Rolando Park	**Mann
	Central, Edison, Euclid (West), Hamilton, Rowan	Wilson
Johnson	Horton	Gompers
Jones	Angier	Taft
**La Jolla	None	**Muirlands
Lindbergh	Lafayette	Hale
	Beale, Fletcher, Ross	Montgomery
Logan	Burbank	Memorial
Loma Portal	Barnard, Ocean Beach	Collier, **Dana
**MacDowell	Field (South), Hawthorne Sequoia, Whitman	Einstein
	Field (North)	Standley
Marcy	None	Standley
Marvin	Benchley, Foster Grantville	**Lewis
Miramar Ranch	None	Mira Mesa, Wangenheim
Pacific Beach	None	Pacific Beach
Perry	Boone, Lee, Paradise Hills, Penn	**Bell
	Valencia Park	**O'Farrell
Riley	Andersen, Holmes, Wiggin	Hale
Scripps	None	**Muirlands
*Sequoia	None	Einstein

Centers Elementary Gifted	Contributing Elementary Schools	Junior High Schools
Sessions	Bayview Terrace	Pacific Beach
Sherman	Brooklyn, Washington	Memorial, Roosevelt
Silver Gate	Cabrillo	**Dana
Spreckels	None	Standley
Stockton	None	Memorial
**Sunset View	Cabrillo	Collier, **Dana
Tierrasanta	Miller	Serra
Torrey Pines	None	**Muirlands
Weinberger	None	Pershing
Whittier	Alcott, Bay Park, Cadman Longfellow, Stevenson, Toler	**Marston, Pacific Beach

WRITTEN PLAN - SECONDARY

PLANNING THE SITE PROGRAM

Since the inception of special education for gifted students in the San Diego City Schools, individual schools have had autonomy in planning and managing site gifted programs. Starting with the 1972-73 school year, however, the State requirement that excess cost monies allotted for gifted education be spent on 200 hours per week of "qualitatively different" curricular experiences, and that these experiences be documented, has introduced Planning, Programming and Budget System (PPBS) accountibility to site programs. Gifted funds are decentralized on a per-pupil or per-program basis. To justify these funds, each school must file, for district approval and potential State audit, a written plan for gifted education.

The first decision site personnel must make in drawing up the plan involves program structure. Each secondary school must structure its program using models which are both district approved and in keeping with State standards. These program models--cluster classes, self-initiated studies, and seminars--are described below.

Site selection of program structure and of qualitatively different curricular experiences offered gifted students within the structure is a result of planning and budgeting involving administrators, teachers, counselors and parents. This constitutes the barest possible committee framework; many sites include students and solicit input from the central staff. Such cooperative planning makes possible a total program approach which better ensures effective pupil counseling and programming, parental understanding and support, teacher strength in the program, and creative use of decentralized AE (gifted) funds for shared resources and activities.

As an expansion of the site planning committee, cooperative planning among several sites merits exploration. Four high school seminars have expanded their travel horizons and decreased their travel costs by pooling resources to lease-purchase a mutually owned and operated mini-bus.

PROGRAM MODELS

Every secondary school serves the special needs of gifted students through one or a combination of the following program models:

Junior High	Senior High
Cluster class	Cluster class
Self-initiated studies	Self-initiated studies
Seminar	Seminar (Independent Study)

As evidenced by the explanations of the various models (below), flexibility is possible--indeed encouraged--within the program structure chosen by a site. Innovative approaches may be developed. Program models may be combined. In-depth and/or accelerated work in specific or combined subject fields may be scheduled. Grade levels may be combined.

CLUSTER CLASSES

All secondary schools have cluster classes, usually in the subject areas of science, mathematics, English, social studies and foreign language. Ideally each cluster class should enroll no more than 32 students, at least half of whom have been identified as gifted according to the procedures outlined on pages I-17 to I-19. If at all possible, all cluster students should be grouped together in one (or, for larger sites, possibly two) class in a subject area instead of being apportioned among many classes in, say, English 7th.

To claim State funds for gifted students enrolled in a cluster class, its curriculum must be specifically designed to meet the needs of gifted students and it must be "qualitatively different" from curriculum offered in a regular classroom. These guidelines preclude programming gifted students into advanced classes per se. As advanced classes are described in the *Digest of Secondary Curriculum* they are not "specifically designed to meet the needs of gifted students." And, while they offer qualitatively different education than that encountered in non-advanced classes, they are, in the State's eye, regular classes designed for high achievers.

This interpretation places a dual responsibility on site personnel who plan the gifted program. Qualitatively different curriculum which assures the mastery of basics while offering flexibility, independent inquiry, and high-level learning activities, must be planned, documented and evaluated for each class designated as a gifted cluster. Further, sufficient gifted students must be placed in the class to warrant this extensive planning.

In the regular cluster program, as found in most site written plans, the gifted student is programmed into sufficient cluster classes to ensure him/her, at a very minimum, 200 minutes per week of qualitatively different education. A few plans, however, vary the pattern:

Variations in Class Structure

At the junior high level a few plans describe back-to-back English/social studies or English/U.S. history classes in which teachers coordinate activities for the cluster students. A senior high team-teaches eleventh-grade U.S. history, with one or the other teacher involving the gifted cluster within the class in qualitatively different learning experiences.

Cluster Classes Plus Pullout Activities

Some junior and senior high schools "pull out" gifted students of all grade levels for special on-campus and off-campus activities--a lecture by a poet and a poetry workshop; attendance at Old Globe Shakespearian performances; even out-of-district trips to such destinations as Renaissance Faires, weekend campouts, or Washington, D.C. Time spent on these activities plus their necessary lead-up and follow-up learning activities are counted in the 200 required minutes per week.

Counseling as a qualitatively different activity for gifted students is being increasingly employed as a pullout component. Career counseling pullout components in written plans list, as activities, job interest inventories, speakers from professional organizations and businesses, films, trips and research projects. Other plans include individual and group counseling.

School-Within-a-School

This model will involve all cluster and highly gifted students at a site plus as many high achievers as are needed to fill the necessary enrollment. As the model is usually implemented, the coordinator of gifted programs at the site will head a group of teachers who, with student and parent help, plan the entire school-within-a-school program. Students are programmed into classes by the planning teachers with no assistance from the school office. Advantages of the model are the close ties which are forged among teachers and students and a flexibility which permits special activities within a modular schedule.

In its ideal physical setup the school-within-a-school is assigned a group of adjacent classrooms separated by small-group rooms, an office, and access to the auditorium and the cafeteria. In its suggested programming setup, students take the required academic subjects plus directed study in a three-hour block of time on a rotating, flexible schedule in the morning. The afternoon is left open for physical education and the exploration of at least eight one-quarter electives.

Examples of learning activities include:

> *Small-group*: Values clarification, group counseling, self-initiated interest studies, research projects, cross-age tutoring, leadership activities, career exploration.
>
> *Class-size group*: Discussion, group experiments, individual and group presentations to the whole class, planning for a faire (Renaissance, Humanities, Cultural), basic skills work, simulations (model legislature), guest speakers.
>
> *Large-group*: Assembly presentation, talent shows, films, faire, Career Awareness Day, field trips, presentation of a play, interest seminars.

SELF-INITIATED STUDIES (SIS)

The district has approved the self-initiated studies (SIS) program model wherein a qualified student may be released from the traditional class structure to pursue an approved area of special interest on a contractual basis. As described in District Procedure No. 5424, a site SIS setup provides a learning center directed by an SIS coordinator. Student and coordinator cooperatively design a course of study which can be completed through attendance options which combine work in the SIS center and/or the classroom and resource locales (library, community). The course is controlled by objectives, activities and evaluation plans sealed into the student-coordinator contract.

While only a few schools utilize SIS as their entire gifted program at a grade level, more have adopted the model in part. In a junior high school, all cluster students, Grades 7-9, are programmed into a media communications course. Self-initiated studies (SIS) or self-initiated products (SIP) are among a number of options open for earning a required number of points per quarter.

High schools have adopted SIS piecemeal. As examples:

-Prior to the science fair a cluster teacher--usually a science teacher--will excuse a gifted student from class attendance to research a science project and incorporate the research results in the graphics, displays and reports required for a successful fair entry.

-An honors English teacher acts as an SIS coordinator for her cluster students. Self-initiated projects satisfy the objective, ". . .all gifted honors English students will demonstrate knowledge of the history of the English language in a project that reveals their involvement and depth of study in the subject."

SEMINAR PROGRAM

The seminar program is available at seven junior high schools and five high schools selected on a regional basis. Seminar classes are self-contained and open only to students who are identified as highly gifted by a 148+ Binet IQ or by a site screening committee. Because enrollment is limited and because not all eligible students are sufficiently self-motivated to profit from the program, participants are carefully screened and attend by invitation.

The seminar program was established as a consequence of a State and district commitment to provide every student with an educational opportunity suitable to to his/her ability level. The intent of the program is to meet the unique needs of the highly gifted student through individualized instruction and a social context in which they can acquire and practice intellectual skills and deal with challenging ideas. That the program does meet their particular needs is implicit in these excerpts:

-*From a seminar student's senior statement.* The program has been an interesting and enriching experience for me, one that prevented me from going insane (in regular classes). The program gave me the opportunity to become friends with a large number of my peers, and to have available to me the advice of these friends in addition to the valuable council of the instructors. The program has allowed me to take classes I would not have been able to, and to take more classes in a year than I normally could. In short, the program gave me the opportunity to survive in and profit from a high school experience that would otherwise have been impossible."

-*From an evaluation of a seminar by a teacher assistant.* ". . . The greatest aspect of this program is that the students get a chance to interact in a relaxed atmosphere with other students of comparable intelligence. This allows them to use their minds every day and can only lead to a fuller realization of their potential. In regular classes each (seminar) member could intimidate other students with her knowledge until the others stopped challenging her. Within the seminar each student must be on firm ground when she says something lest she be attacked by four or five others eager to show her the flaws in her argument.

Junior High Seminar

In the typical junior high seminar program, seventh and eighth grade students are programmed into self-contained, grade-level, double-period, back-to-back English and social studies classes limited to 18 participants. At the ninth grade, the same number of seminar students are together for a one-period English class. For their other subjects these students attend cluster classes when they are available.

Although the English/social studies pattern prevails at most seminar centers, variations are possible. One school requires all seminar students, Grades 7-9, to attend a semester each of a humanities and a math/science seminar. A year-long electronics seminar is optional. Another program variation which requires enormous ingenuity in both programming and staff assignment is to schedule mini-courses throughout the school year which seminar students attend as pull-outs. Highly gifted students within the school-within-a-school structure work together in small seminars and independent study.

Senior High Seminar

In high school no more than 40 highly gifted students, Grades 10-12, can be assigned to the seminar program. The school provides them with a learning center, ideally two or more interconnecting rooms to serve as workroom, classroom and resource center-library. Most centers are staffed by two full-time teachers with complementing competencies (humanities/math-science). In addition, two or more teacher assistants are usually provided for in the seminar budget.

A number of options toward earning credit toward graduation are open to the seminar student. Some satisfy regular course requirements through seminars and related experiences (field trips, guest speakers) cooperatively planned with the teaching staff. Some contract for, and complete, courses through independent study. Such courses may or may not be offered by the school. Most students combine the seminar-independent study patterns with cluster classes.

The seminar program offers students many experiences in addition to their work for academic credit: college and career counseling; social happenings and athletic competitions, sometimes with students from another center; tutoring opportunities; attendance at plays and films. Too, there are non-credit seminars not directly related to the instructional program or, if related, can be attended by students not involved in the particular study. These may include seminars on current events, drama and book discussions, history.

Although programs at all regional seminar centers are essentially alike, there are real philosophical and curriculur differences among them. Consequently a student may seek admission to a center outside of his geographical area.

PREPARING THE WRITTEN PLAN

Each secondary school is responsible for filing a written plan which overviews its next year's program of gifted education. Formats for these plans are incorporated into an administrative circular which is sent to the sites early in the second semester of the school year prior to plan implementation. The circular designates the date (usually late April) that the plan is due in the Gifted Programs Office, Room 3126, Education Center.

Plans will be reviewed by a central committee chaired by the Director of In-school Counseling/Special Programs and including the Supervisor of Gifted Programs, a curriculum specialist, and a secondary director, site administrator, and teacher. After review, the committee approves a plan or returns it to the site for revision and resubmission.

Each site is requested to submit one original typing of its plan. The original is necessary since the plan must be duplicated and copies given to members of the review committee.

To simplify the committee's task and to provide a basic structure, the Gifted Programs Office has designed a format for the plan:

I. Grade Level(s), Program Model(s), and Number of Students in the Program(s)

II. Program Components

III. Budget

The following pages present information and suggestions for completing these sections. Formats for each part are adapted from models prepared by the Gifted Programs Supervisor. These may be revised from year to year as experience indicates need for change or clarification.

I. GRADE LEVEL(S), PROGRAM MODEL(S), AND NUMBER OF STUDENTS IN PROGRAM(S)

Examples of completed part I formats are on pages III-8 and III-9. Page III-8 illustrates perhaps the simplest reporting method for a large school with many cluster classes to use. Only grade levels and numbers of students are listed, while an attachment (not shown) gives cluster class subjects, grade levels, and teachers under each department, e.g.,

English Department

Grade	Course Title	Name of Teacher

Other schools use a separate part I format page for each department's clusters, as illustrated on page III-9, and one for the seminar. Then each department's components are assembled behind its part I cover page. Still other schools list all their clusters and seminars on continued part I pages, while some prepare a separate page for every cluster class.

All methods are acceptable, and no one is preferred. With either of the last two methods, however, it is requested that the course titles be included as part of the information under "Program Model." (See page III-9.)

In the form of reporting shown on page III-8 the "Total number of gifted students in program" will be the actual number of funded gifted on campus. When listing by departments or listing courses consecutively, the total count will be greater than the actual number enrolled, since most students are in more than on cluster class.

Involvement of Staff, Parents and Students in Plan Development

The part I format provides for signatures of teachers who participated on the site gifted programs planning committee, the principal, and at least three parents of MGM students. Teachers' signature should represent different disciplines and grade levels; parents who sign the plan should have students at different grade levels and, at sites with seminars, in different program models.

Parents' signatures may attest to a passive role of reading and approving a site-developed plan or active participation in the planning process. It is to the advantage of the gifted program that parents' signatures indicate input. Some schools ensure this by a parent participation component within the plan or by a parent participation objective within a component.

The best-laid plans include student planners, too, either as members of the overall planning committee or as advisors to teachers planning their components. Student input within components is usually accomplished through discussion and evaluation activities throughout a plan's implementation year. Ideas expressed at these sessions influence the next year's plan. One cluster teacher formulates objectives for his component, then involves the students in choosing implementing activities.

SAN DIEGO CITY SCHOOLS
Student Services Division
GIFTED PROGRAMS

WRITTEN PLAN OF PROGRAMS FOR THE GIFTED, 1976-77

School: ______________________________

I. GRADE LEVEL(S), PROGRAM MODEL(S), AND NUMBER OF STUDENTS IN PROGRAM(S)

*A. Cluster
*B. Seminar
*C. Self-Initiated Studies

Grade	*Program Model	Number of Students	Name of Teacher
10	A	44	Selected Staff**
11	A	43	Selected Staff**
12	A	55	Selected Staff**
10-11-12	C	40	Goode - Fein

Total number of gifted students in programs: 182

**See attached list of courses and instructors

Signed:

______________________	Instructor(s)	Date: __________
______________________	Instructor(s)	Date: __________
______________________	Instructor(s)	Date: __________
______________________	Principal	Date: __________
______________________	Parent of MGM Student	Date: __________
______________________	Parent of MGM Student	Date: __________
______________________	Parent of MGM Student	Date: __________
______________________		__________

SAN DIEGO CITY SCHOOLS
Student Services Division
GIFTED PROGRAMS

WRITTEN PLAN OF PROGRAMS FOR THE GIFTED, 19__-__

School: ______________________________

I. GRADE LEVEL(S), PROGRAM MODEL(S), AND NUMBER OF STUDENTS IN PROGRAM(S)

*A. Cluster
*B. Seminar
*C. Self-Initiated Studies

Grade	*Program Model	Number of Students	Name of Teacher
10	A (Adv. Eng. 3,4)	30	A. Bee
11	A (Adv. Am. Lit. 1,2)	30	C. Dee
11-12	A (Film Study and Film Making 1)	20	E. Fay
12	A (English Lit.)	15	G. Hee
12	A (Honors English)	20	I. Jay
11, 12	C (Creative Writing 1)	30	K. Ell
10-11-12	A (Visual Lit. - Pullout)	25	M. Enn

Total number of gifted students in programs: 170

Signed:

______________________ Instructor(s) Date: __________

______ Instructor(s) Date: __________

______ Instructor(s) Date: __________

______ Principal Date: __________

> When separate part I format pages are made out by department or by cluster class, each page must be signed by the instructors, the principal, and at least one parent.

______________________ Parent of MGM Student Date: __________

______________________ Parent of MGM Student Date: __________

______________________ Parent of MGM Student Date: __________

______________________ __________

II. PROGRAM COMPONENT

Program components may be courses in which gifted students receive their 200 hours per week of qualitatively different instruction. Program components may also be activities which are designed to meet district goals for gifted programs (see below under "Statement of Goal.") The format for part II of the written plan provides a framework for describing components.

Most schools write components under course titles. The example on page III-16 covers a quarter of instruction in a social studies cluster at Grade 7. Some schools write one component for a subject area. At the junior high level, for example, a single component will cover all English cluster classes, Grades 7-9. The component on page III-17 is adapted from a similar plan from a high school.

When submitting a written plan, assemble components behind their covering part I format page.

Directions for writing program components using the part II format follow:

Program Component. Name the course title (e.g., Social Studies 7; Advanced Math 3-4); the subject area; or the activity (e.g., Career Exploration, Counseling, Parent Participation).

Statement of Goal. The goal broadly states just what it is that the program component is designed to accomplish, or provide, and sometimes adds its purpose. Goals refer to the overall direction of the instructional unit, are stated in general terms, and do not elaborate standards of performance.

Goals in written plans should be compatible with one or more of the overall pupil progress goals of the district's gifted programs, which are:

-To excell in academic attainment.

-To acquire the intellectual skills of analyzing and defining problems and finding alternative solutions.

-To engage in creative expression at a product level.

-To gain knowledge about career possibilities.

-To broaden positive interest in leadership.

-To participate in activities which will increase kinesthetic motor skills.

-To gain an understanding of self and gain in relationships with other persons.

Goals may be stated in complete sentences or start with the infinitive form of the verb as illustrated in these representative samples from written plans. Program components' subject areas are in parentheses.

(Self-initiated Study; English) To allow students to design, develop and complete a project involving creative or academic writing.

(Career Counseling) To provide individualized career counseling and planning to identified gifted students.

(Foreign Language) The instructional program will provide cluster students with activity based instruction with an emphasis on proficiency in speaking and, in addition, an understanding of, and insight into, a people and their culture.

Objective.* So far, the component has been classified as to subject area, and a broad goal stated. Now the goal must be spelled out in terms of specific and measureable performance objectives.

The process of formulating objectives enables the teacher or site planning committee to structure his/their thinking about the program component.

-Just how will the planned curriculum be qualitatively different?
-What outcome or benefits to the student can be anticipated?
-How can the outcome or benefits be evaluated?

City Schools evaluators suggest that performance objectives be written according to a simple ABCD(E) rule:

Audience - The audience, or subject, must always be the learner, e.g., "All seminar students," "80% of all participating cluster students." The task of the central plan-reading committee will be simplified if the learners are identified as *cluster* or *seminar* students.

Behavior - Describe what the learner is intended to learn or the tasks he should perform. Behavior should be clearly observable; avoid ambiguous verbs such as *understand*, *appreciate*, *comprehend*.

Conditions - Describe conditions or "givens" which have been provided to the learner as he demonstrates the exit behavior required in B. These conditions may be specific, e.g., "Given an opportunity to participate in 20 days of typing instruction." Or they may be implied. When C is stated as a cut-off date (e.g., "By February 2") this implies that by this date the student will have been "given" the curriculum described in the component's activities. C is often written first in an objective.

Degree - Describe the minimal acceptable level of performance at which the learner can "pass" the required behavior. Include the criterion for judging, if appropriate or necessary.

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*All that can be usefully said about the need for, and the writing of, performance objectives is said clearly and understandably in the publication *Strategies for Site Evaluation of Gifted Programs* (Stock No. 41-G-4610), San Diego City Schools, 1976. This explanation, therefore, is based on *Strategies* material.

Evaluation Design -	This added component can be specified in the objective (see sample objective below). E is seldom included in written plan objectives, however, since the part II format provided a separate column for this information.

The following objective from a written plan was rated 5 on a scale of 1 to 5. For clarity, it has been broken down according to the ABCD(E) rule.

By June 1, 1977*	C
80% of the cluster students in Advanced Mathematics 3-4	A
will be able to analyze a math problem, draw its flow chart, write a program, punch a card, and evaluate the results of the printout	B
to a level of 100% correctness	D
as measured on individual record program cards	E

In objectives where the successful completion of a task is the performance criteria, B and D cannot be separated according to the ABCD(E) formula. These are perfectly acceptable objectives, however, since the implied degree is 100%. The following example was also rated 5.

By June 1977	C
at least 25 MGM students	A
will work in small groups, with each group completing a Super 8mm film on a subject mutually acceptable to members of the group, to a content area teacher, and to a visual literacy teacher.	B and D

Grade Level. List the grade level(s) of gifted students eligible to participate in the component. For example, a visual literacy pullout component open to all senior high cluster students will list "10, 11, 12" even though it is quite possible that the fall class may be composed only of eleventh and twelfth graders.

Number of MGM Pupils Served. Pupils served are those who will be exposed to a component's activities and evaluated for achievement of the objective.

Activities. Activities describe the curriculum through which the objective is achieved. Two articles reprinted in the resources section (VIII) of this publication offer insights into the process of planning curriculum to fit the special needs of gifted students. These articles are titled "Establishing Measurable and Appropriate Objectives for the MGM Program" and "Examining Alternative Models - Input Objectives."

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*This condition could also have been stated, "Given seven months of instruction on computer program writing."

When a component is initially planned, objectives and activities have a chicken-egg relationship. Ideally the objective is formulated first. Actually, however, the teacher or committee will have preplanned some activities. The thought which must go into structuring an acceptable objective then forces the planner to rethink, and perhaps replan, activities:

- Do the activities offer the student qualitatively different education?
- Of all the possible activities through which the objective may be achieved, are these the right ones for this particular class?
- Are the activities fundable? (See Section VIII, "Gifted Programs Resource Materials," page VIII-73, for guidelines to fundable and nonfundable activities.)

To quote from *Strategies for Site Evaluation of Gifted Programs*, ". . . there are many ways to achieve an objective, depending on the characteristics of students, teachers, educational resources, and the learning environment. [Choosing activities] opens the door to the teacher's creativity and ingenuity on the one hand, and his or her common sense and practicality on the other."

The first time a program component is implemented, the teacher should regard the activities, and objectives too, as experimental. If students exposed to the activities do not end up performing at levels specified in the objective, then either the activities or the objective (or both) can be restructured realistically for the following year. (Evaluators find, however, that teachers tend to expect too little rather than too much of gifted students.)

There will be years, too, when previously successful activities will not be appropriate for a new set of students. Restructuring the activities (preferably with student input) will be acceptable to an evaluator as long as the new activities accomplish the objective.

Ways in Which Activity Is Qualitatively Different. The format's requirement that the plan writer(s) specify *how* each activity is qualitatively different from the regular curriculum makes sure that the activities *are* different. Further, the differences are made clear to both the district central committee that judges the plan and State personnel who may review the plan as part of their audit of the total district gifted program.

For the convenience of plan writers and reviewers, ways in which an activity may be considered qualitatively different have been codified as follows:

1. Materials are used which are designed specifically for, or are appropriate exclusively for, the gifted.
2. Community resources and consultants are used in enrichment activities not regularly a part of the regular district program.
3. The activity is not a part of the regular *advanced* curriculum prescribed for that grade level; i.e., it must be separate and apart from advanced courses or activities.

4. The activity involves specialized treatment of materials in an intensive or in-depth manner.

5. The activity requires independent study research outside of the scheduled class requirements.

6. The activity is accelerated or self-pacing.

7. The activity involves unusual use of materials and equipment.

8. The activity is a pullout enrichment program designed for gifted students.

9. The activity can be related to the Structure of Intellect model.

The code number(s) of the condition(s) which make the activity qualitatively different is typed in the proper column opposite the activity. See the examples on pages III-16 and III-17 of correct use of this coding.

> See Section VIII, Gifted Programs Resource Materials, pages VIII-43 to VIII-46, for examples of an objective and enabling activities for each of the above nine operational definitions of qualitatively different activities.

Time Line (July-June) and Approximate Number of Minutes per Week Devoted to Component Activities. Component writeups should specify the months during the school year in which activities pertaining to each objective will be scheduled and the number of minutes per week that MGMs enrolled in the class covered by the component will engage in the activities. If time lines are correctly indicated, a State auditor will be able to take a gifted student's program, check it against the written plan for each class or pullout activity in which he participates, and calculate whether or not the student is receiving the required 200 minutes per week of qualitatively different education.

Most cluster classes plan 200 minutes per week of activities for their gifted students. Most gifted students enroll in more than one cluster class. Thus students are virtually assured the necessary time. Sites which combine clusters with pullout activities such as counseling must make sure funded students accumulate the necessary minutes.

The sample formats on pages III-16 and III-17 show that time lines may be indicated by lines (⟼) under, or parentheses enclosing, the months.

Evaluation Design. If the objective has been correctly written it will state what the learner is expected to accomplish as a result of the component's activities and the minimal acceptable level of performance. It is the plan writers' responsibility to choose and identify instruments and methods for measuring performance.

Evaluation instruments and methods are described in detail in *Strategies for Site Evaluation of Gifted Programs* (Stock No. 41-G-4610), San Diego City Schools, April 1976. A careful reading of this material will enable the writer to plan an effective evaluation design.

The most widely-used instruments of evaluation are listed below:

1. Individual student record cards
2. Teacher-constructed tests
3. Standardized tests: norm-referenced or criterion-referenced
4. Teacher observation checklist
5. Teacher-parent conference
6. Student-teacher conference
7. Student self-evaluation
8. Group discussions with teacher critique
9. Product evaluation (creative/written/oral presentation)
10. Teacher-maintained logs
11. Surveys and questionnaires
12. Other (specify)

To simplify writing the evaluation design it is only necessary to list the code number(s) of the chosen instrument(s). Evaluation methods which do not fit under categories 1 through 11 are coded 12 (other) and described.

Cost. Gifted programs funds budgeted for each component must be figured and noted. It is usually a simple matter to charge such items as field trips, textbooks, consultants' fees, or instructional supplies to specific components. On the other hand, overlapping expenses—a TA's salary, telephone service--must be prorated.

The total cost of a plan's components will equal the amount allocated to instruction-related expenses in a site's gifted programs budget. Excluded from this balancing act are expenses incurred by staff members attending a conference, including their substitutes' salaries. (On the other hand, a substitute hired to cover a class while the teacher takes gifted pupils on a field trip would be charged to the component wherein the field trip is an activity.)

II. PROGRAM COMPONENT: Social Studies

Name of School:

Statement of Goal: To make cluster students aware of the processes involved as civilizations began to evolve. The period studied will be from about 6,000 B.C. to the fall of the Roman Empire, 476 A.D.

Date of Preparation:

Performance Objective	Grade Level	Number of MGM Pupils Served	Activities	Ways in Which Activity Is Qualitatively Different (Code according to instructions.)	Time Line (July-June) and Approximate Number of Minutes per Week Devoted to Component Activities	Evaluation Design (Code according to instructions.)
1. By the end the first quarter 80% of the cluster students will demonstrate knowledge of man's early development from first civilizations through the fall of the Roman Empire. Students will achieve at least 75% score on tests or quizzes on studies or activities.	7	25	a. Archaeologist discusses early civilizations through Greek and Roman periods (2 class sessions).	2, 4	J A S(O N)D J F M A M J 50 minutes/week 10/10-10/20	Codes 2, 8, 9
			b. Museum field trip to view architecture and artifacts from Egypt, Greece, Rome.	8	10/10-10/25	
			c. Speaker discusses political heritage of early civilizations culminating with Greece and Rome.	2, 4	10/15-10/25	
			d. Speaker discusses Judaism and its influence on world affairs.	2, 4	10/15-10/30	
			e. Speaker discusses Islam's influence on world affairs.	2, 4	10/20-11/10	
			f. Optional project: model making - Greek stage, pyramid, Roman chariot, etc.	7	10/25-11/10	

Note: This component listed 12 objectives which, together, added to 100 minutes per week, September through June. English and pullout activities completed time requirement.

Cost: $150

II. PROGRAM COMPONENT: Advanced Mathematics 5-6

Name of School:

Statement of Goal: To provide cluster students with a variety of experiences designed to help them acquire a functional knowledge of basic geometric concepts, develop an understanding of the deductive method of reasoning and the structure of formal geometry, and increase problem-solving ability through the study of both analytic and synthetic geometry.

Date of Preparation:

Performance Objective	Grade Level	Number of MGM Pupils Served	Activities	Ways in Which Activity Is Qualitatively Different (Code according to instructions.)	Time Line (July-June) and Approximate Number of Minutes per Week Devoted to Component Activities	Evaluation Design (Code according to instructions.)
1. By April 15, 1976, cluster students will have completed an accelerated one-year curriculum in high school geometry designed to cover the essentials of the course as evidenced by achieving approximately the 70th percentile on a comprehensive geometry post-test and in relation to a comprehensive pretest.	10	32	a. Develop ability to solve complex problems requiring deductive and/or inductive reasoning and be able to write a thorough advanced plan for the solutions.	a. 3, 4, 5 (Problems selected are more advanced than in regular geometry; in the proofs, solution must be found in more than one way to encourage flexibility of thinking.	J A S O N D J F M A M J a. 10/15-4/15 200 minutes per week	Code 3
			b. Conduct several elementary math research projects requiring original thought, invention and recording of independently reached conclusions	b. 4, 5	b. 11/1-5/1 25 minutes per week	
2. From April 15 to June 15, 1977, all gifted cluster students will demonstrate knowledge of selected topics in advanced algebra with approximately 70% accuracy as measured by periodic teacher-made tests.			c. Develop leadership abilities by studying several math problems with a small group in a seminar-type situation.	c. 3	c. 11/1-6/1 25 minutes per week	
			a. Complete topics in analytic geometry including functions and systems of equations in two and in three variables.	a. 3,4	a. 4/15-6/15 275 minutes per week Cost:	Cost: $887

III. BUDGET (Ref. *Programs for the Gifted--Site Management*, Section IV)

Category	Total Expenditures (1, 2, 3)	Program Type:		
		Cluster (1)	Seminar (2)	SIS (3)
Teacher Assistant				
Teacher Substitute				
Instructional Aide, Hourly				
Reader Assistant, Hourly				
Textbooks				
Instructional Supplies				
Consultant Services				
Rental of Equipment				
Rental of Equipment, Computer Asst. Instr.				
Curriculum Writer, Hourly				
Conference Fees				
Travel, Out-of-District				
Telephone Service				
Field Trips				
Permanent Equipment				
TOTALS				

When a plan budget assigns over $300 to the purchase of permanent equipment, it is necessary to affix an attachment to part III, the budget page. Each item of equipment must be described and costed, and its relationship to a specific component and objective explained.

Part III of the written plan format provides a form similar to the one above for detailing how site gifted funds will be spent. Most sites submit one budget page which includes both cluster and seminar program costs while a few use a separate budget page for each program.

Site budget planning and fund management are covered in detail in section IV of this publication, "Procedures for Expenditure of Site Funds." In the preliminary phases of plan writing it is important to review section IV to determine if planned-for budget items are allowable under State guidelines for spending gifted funds.

The budget total will equal the combined costs of a plan's components plus such noninstructional expenses as teachers' registration fees and travel chargeable to conferences on gifted education.

EVALUATION OF THE WRITTEN PLAN

The spring administrative circular requesting sites to submit a written plan for the next year's gifted program will be accompanied by another circular requesting evaluation of the plan which is, even then, being implemented. When this evaluation is completed, the school will have taken both a last step and a first step in writing its yearly plan.

Last step. Evaluation, due in the spring of the program year, is the last step for the plan currently in force. The state requires an evaluation of pupil progress from each site operating an approved gifted program. *This evaluation is to be kept on file at the site for public inspection.*

"Public" could include personnel from the State Department of Education who are expected to audit the total district gifted program, or the Supervisor of Gifted Programs and members of his resource staff conducting a spot check in anticipation of State audit. State and district auditors will be looking for "Yes" answers to these questions:

-Was pupil progress evaluated under performance objectives?

-Were the evaluation instruments appropriate?

-Is the summary data clear?

-Were the evaluation conclusions incorporated into the next year's plan?

-Does the new plan's budget reflect a changing or maturing program? Even recycled components' budgets will change from one year to the next, e.g., once materials are purchased a first year, more money may be available for field trips in ensuing years.

First step. Implicit in Planning Programming, and Budget System (PPBS) is a continuing process of review and analysis of all program components. When evaluation of a program component shows that the performance objective has been satisfactorily met, its accomplishing activities can be recycled as part of the coming year's plan. Partially successful strategies can be restructured; new approaches can be worked out to substitute for failures--or for components which are merely tired and old.

Like the written plan, evaluation is completed by component, and the administrative circular furnishes a format for the task. An example of a completed evaluation is on page III-20. For continuity, the evaluation is a follow-up of the component used on page III-17 as an example from a written plan.

School ______________________

EVALUATION OF WRITTEN PLAN, 19__-19__

Use this form to evaluate pupil progress under the written plan for the current school year. Complete in duplicate and retain copies at school. State law requires that the evaluation be available for public inspection.

COMPONENT: Advanced Mathematics 5-6

Number of MGM pupils involved: 27

Number of pupils who achieved objective: 25

PERFORMANCE OBJECTIVE (Copy from last approved written plan.)	GRADE LEVEL	EVALUATION DESIGN (Copy from last approved written plan.)	SUMMARY OF DATA (Interpret the data. Be specific and concise. Attach copies of surveys or questionnaires.)	CONCLUSIONS (Base on summary and interpretation of data, column 3. Be brief and pertinent.)	RECOMMENDATIONS (If evaluation results are satisfactory, recycle component. If evaluation indicates weakness, delete or redesign. Indicate how changes will improve program.)
1. By April 15, 19__, cluster students will have completed an accelerated one-year curriculum in high school geometry designed to cover the essentials of the course as evidenced by achieving approximately the 70th percentile on a comprehensive geometry post-test and in relation to a comprehensive pretest.	10	Code 8	The mean raw score of the 25 students who participated in the program for the entire year correspond to the 87th percentile as measured by the Cooperative Math Test (Geometry). Only two students failed to meet the performance criteria specified in the objective.	Results document highly satisfactory progress. The two students who failed to meet the objective were unwilling to fulfill required assignments and did not participate in enrichment activities.	Recycle, with pretest to screen out underachievers and a two-week trial period in order to assess the appropriateness of placement into this class.

Estimated Cost: $887
(Refer to this estimate when figuring the budget for the coming year's plan.)

HELP!

In addition to the information contained in this publication, there are other resources, both human and printed, available to site committees planning for gifted education:

-Human Resources

Questions of policy may be referred to the Supervisor of Gifted Programs, Education Center, Room 3126, phone 293-8436.

Practical aid in planning a site program for the gifted and for expressing this plan in its required written form is offered by the gifted programs resource teachers, Education Center, Annex 3, phone 293-8144. Resource teachers will, on request, travel to the site and assist with plan writing.

-Printed Resources

A most HELPful publication which should be at every gifted program planner's and writer's elbow is *Strategies for Site Evaluation of Gifted Programs*, San Diego City Schools, 1976 (Stock No. 41-G-4610). Constructive and easily understood help is offered in writing measurable objectives and in selecting appropriate evaluation strategies. Phone an order to Materials Development (270-3171 or 293-8140) or pick up a copy in Room 2002, Education Center.

SAN DIEGO CITY SCHOOLS SITES WITH GIFTED PROGRAMS

	Contributing Junior Highs	Contributing Elementary Schools
**Clairemont	**Marston Junior High	Alcott, Bay Park, Cadman, Longfellow, Stevenson, Toler, Whittier
	Standley Junior High	Curie, Marcy, Spreckels
**Crawford High	**Mann Junior High	Carver, Clay, Darnall, Euclid (Eastern), Hardy, Jackson, Marshall, Montezuma, Oak Park (Northern), Rolando Park
Henry High	Pershing Junior High	Cleveland, Dailard, Forward, Gage, Green, Weinberger
	**Lewis Junior High	Benchley, Foster, Grantville, **Hearst, Marvin
Hoover High	Wilson Junior High	Adams, Central, Edison, Euclid (Western), Franklin, Hamilton, McKinley, Rowan
Kearny High	Montgomery Junior High	Barton, Beale, Carson, Chesterton, Fletcher, Linda Vista, Ross, Twain
	Taft	Angier, Cubberley, Jones, Juarez, Wegeforth
**La Jolla High	**Muirlands Junior High	Bird Rock, Decatur, **La Jolla, Scripps, Torrey Pines
Lincoln High	Gompers Junior High	Baker (Eastern), Balboa (Eastern) Chollas, Horton, Knox, Johnson, Kennedy, Mead, Oak Park (Southern) Webster
	Memorial Junior High	Baker (Western), Balboa (Western), Bandini, Emerson
Madison High	Einstein Junior High	Field (Southern), Hawthorne, **MacDowell, *Sequoia, Whitman
	Hale Junior High	Andersen, Holmes, Lafayette Lindbergh, Riley, Wiggin

---

All junior and senior high schools house gifted clusters. Elementary cluster centers are underlined; seminar centers are marked **; LAC Type H centers are marked *.

	Contributing Junior Highs	Contributing Elementary Schools
Mira Mesa Junior-Senior High		Breen, Ericson, Hickman, Mason, Miramar Ranch, Sandburg, Walker
Mission Bay High	Pacific Beach Junior High	Bayview Terrace, Crown Point **Farnum, Pacific Beach Sessions
	Standley Junior High	Field (Northern), Scripps (Northern)
Morse High	**O'Farrell Junior High	Audubon, **Encanto, Freese (Northern), Fulton, Keiller, Valencia Park
	**Bell Junior High	Boone, Freese (Southern), Lee, Paradise Hills, Penn, Perry
**Point Loma High	Collier Junior High	Barnard, Dewey, Fremont, Loma Portal (Northern), Ocean Beach **Sunset View (Northern)
	Dana Junior High	Cabrillo, Loma Portal (Southern), Silver Gate, **Sunset View (Southern) .
San Diego High	Memorial Junior High	Burbank, Logan, Lowell, Sherman (Southern), Stockton
	Roosevelt Junior High	*Birney, Brooklyn, Florence, Fremont, Grant, Jefferson, McKinley, Sherman (Northern), Washington
Serra Junior-Senior High		Hancock, Miller, Tierrasanta

PROCEDURES FOR SPENDING SITE FUNDS

SITE BUDGET ACCOUNTABILITY

A portion of State gifted funds in excess of ADA which come to the district is decentralized to the sites. The 1977-78 allocation formula is:

Elementary clusters	$50 per pupil
Elementary seminars	$65 per pupil
Junior high clusters	$40 per pupil
Junior high seminars	$2,500 per regional center
Senior high clusters	$40 per pupil
Senior high seminars (independent study)	$3,500 per regional center

State law and district procedures prohibit automatic allocation of site funds. Just as the district must furnish the State with an over-all plan for the use of gifted funds, so must each site furnish the district with a written plan. This site plan must not only include an itemized budget proposing how the funds are to be used, but must also document program details which show that expenditures:

-Will be incurred solely for gifted programs.
-Are readily identifiable in the accounting records of the district.
-Are directly related to students enrolled in programs for the gifted.
-Would not occur had the programs not be initiated.

Indeed, the *raison d'être* for a site written plan is to substantiate the fact that all State gifted funds received will be utilized for the specific budgeted purpose of providing qualitatively different curricular experiences which are limited to gifted students identified by State-approved criteria, and which would not be available to these students in a regular classroom. *Expenditures of site gifted funds in their proper budget categories throughout the implementation year of a written plan are a sure indication of a plan's success.*

GIFTED (AE) BUDGET MANAGEMENT - DISTRICT LEVEL

To aid sites in managing decentralized funds, the district has set up budgeting mechanics for gifted (AE) monies:

1. A total is established for each site based on the number of students in gifted programs times per-pupil dollars allocated, plus (if applicable) the lump sum allowed for seminar regional centers. The allowable total is subdivided by categories as determined by:

   -*Elementary*. Budget projections included in the written plan submitted in the spring prior to the plan's operation year. This will be formalized by another circular to the school site in October when funds and numbers of gifted students will be reviewed and updated.

   -*Secondary*. Written plan projections formalized by a "Proposed Utilization of Gifted (AE) Funds" form filled out and signed by the site principal in October of the program year.

2. Site budgets become part of Data System's stored information.

3. As a site spends its funds, each expenditure is fed into the computer which subtracts the item's cost from the proper budget category and, in the case of stock item purchases, notes the requisition number. Computer printouts detailing these transactions and maintaining a running balance are sent to the schools twice monthly.

4. Both elementary and secondary budget analysts keep data runs on file subject to State audit. Data runs show the distribution of funds in accordance with the site written plan budget, expenditures against the budget, and the balance of funds remaining in each category. Analysts' informational files enable them to answer audit questions regarding the appropriateness of specific expenditures.

GIFTED (AE) BUDGET MANAGEMENT - SITE LEVEL

The written plan format includes a page for budget projections similar to the example below. All allowable categories under which site gifted funds may be spent are accounted for in this breakdown.

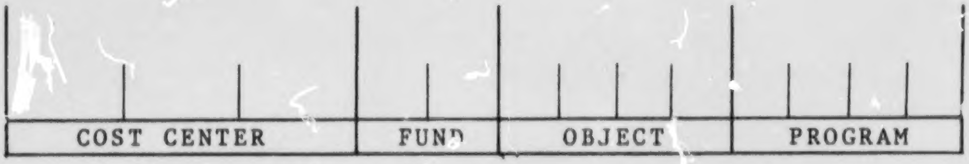
CATEGORY	TOTAL EXPENDITURES (1, 2, 3)	PROGRAM TYPE		
		CLUSTER (1)	SEMINAR (2)	SIS (3)
Teacher Assistant				
Teacher Substitute				
Instructional Aide, Hourly				
Reader Assistant, Hourly				
Textbooks				
Instructional Supplies				
Consultant Services				
Rental of Equipment				
Rental of Equipment, Computer Asst. Instr.				
Curriculum Writer, Hourly				
Conference Fees				
Travel, Out-of-District				
Telephone Service				
Field Trips				
Permanent Equipment				
* Gas and Oil				
Bus Purchase				
Insurance				
TOTALS				

---

*Boxed items pertain to the lease purchase of a mini-bus by Clairemont, La Jolla, Point Loma and Morse High School seminars.

CHARGE NUMBERS

For cost accounting purposes, each expenditure must be identified by, and charged to, a budget charge number. District forms for recording liens against the budget provide a place for listing the budget charge number.



In all expenditures of site gifted funds the charge number is determined according to the following formula:

Cost Center Code: (Where the expenditure occurred.) Fill in the site location number.

Fund Code: (Revenue to finance the expenditure.) All gifted funds are coded AE.

Object Code: (What the expenditure was for.) Object codes used in gifted program budgeting are included in the annotated list below:

1150 - Teacher Assistant/Classroom/Hourly

1162 - Teacher/Classroom/Substitute/Temporary

1971 - Curriculum Writer/Hourly

2151 - Instructional Aide/Hourly

2153 - Reader Assistant/Hourly

4101 - Textbooks/Basic/Supplementary

4301 - Instructional Supplies/Classroom Only

5107 - Contract/Consultant Services/Instruction

5205 - Conference Fees

5207 - Travel/Out of District (includes out-of-district conference fees)

5515 - Telephone Service

5603 - Contract Field Trips/Gifted

5619 - Rental of Equipment

6491 - Equipment (Capital Outlay)

Program Code: (Program for which the expenditure was made.) Expenditure of site gifted funds may be charged to the following programs only:

4200 - Elementary Gifted Program, Seminar
4201 - Elementary Gifted Program, Cluster

4400 - Junior High Gifted Program, Seminar
4401 - Junior High Gifted Program, Cluster

4600 - Senior High Gifted Program, Seminar
4601 - Senior High Gifted Program, Cluster

5291 - Computer Assisted Instruction

5351 - School Site Direction and Supervision

7651 - Plant Operations, Elementary
7652 - Plant Operations, Junior High
7653 - Plant Operations, Senior High

7730 - Contract Transportation

8421 - Capital Outlay, Elementary
8422 - Capital Outlay, Secondary

Using these code designations, budgeting information regarding a consultant hired to speak to a gifted seminar at Bell Junior High School would have this charge number:

```
302-AE-5107-4400
|   |   |    |
|   |   |    Mentally Gifted, Junior High, Seminar
|   |   |
|   |   Contract/Consultant Services/Instruction
|   |
|   Mentally Gifted
|
Bell Junior High School
```

As a second example, all forms necessary to order and pay for a bus to take Silver Gate Elementary cluster pupils on a field trip would be identified by the charge number:

```
261-AE-5603-7730
|   |   |    |
|   |   |    Pupil Transportation
|   |   |
|   |   Field Trips
|   |
|   Mentally Gifted
|
Silver Gate Elementary School
```

PROCEDURES FOR SPENDING FUNDS

Procedures for spending funds in each budget category, including the correct charge number(s) to use, samples of forms, and examples of site creative use of funds are detailed on pages IV-6 to IV-27.

Budget Categories: Teacher Assistant (TA)
Instructional Aide (IA)

Charge Numbers: (TA) XXX-AE-1150-4200 (elementary seminar)
-4201 (elementary cluster)
-4400 (junior high seminar)
-4401 (junior high cluster)
-4600 (senior high seminar)
-4601 (senior high cluster)

(IA) XXX-AE-2151-4200 (elementary seminar)
-4201 (elementary cluster)
-4400 (junior high seminar)
-4401 (junior high cluster)
-4600 (senior high seminar)
-4601 (senior high cluster)

District Procedures: No. 4348 Teacher Assistants (Certificated) Employment and Assignment

No. 4349 Classroom Assistance, Classified, Instructional Aides

Teacher assistants are at least 20 years old, or juniors or seniors, and must be attending a four-year teacher training institution. Number of hours of work allowed are determined by division budget officers. Instructional aides may be any college or university student and must carry nine units of classes.

Both are hourly employees; TAs are certificated, IAs are classified. A check of the district's employee salary schedule shows that hourly rates of TAs and IAs are the same. However, budget planners should be aware that non-college student IAs hired on a continuing basis qualify for district fringe benefits and *must be selected* from the eligible list. Better check with Personnel if there is a question.

TAs and IAs are chargeable to a site gifted (AE) budget after an "Assignment Authorization" (Stock No. 22-A-7225; sample, page IV-7) is filled out and signed by the site principal. Send the completed form to the division budget analyst at the Education Center: Room 2128, secondary; Room 2149, elementary. Code TA's and IA's time cards with one of the above charge numbers.

TAs and IAs are expensive items to charge against a site AE budget. Thus careful provision should be made for maximum use of their time by hiring them for specific talents (e.g., art, drama, foreign language) or determining early in the year where their talents lie.

Examples of imaginative use of TA or IA assistance to provide qualitatively different education are:

-TAs or IAs selected for specific talents in order that they may conduct special, small-group instruction.

-TAs or IAs used to supervise an independent study room and coordinate small-group activities such as research.

-TAs or IAs used to coordinate activities of the gifted program on a continuing basis with other activities within the school.

ASSIGNMENT AUTHORIZATION

SAN DIEGO CITY SCHOOLS

54826

SOCIAL SECURITY NUMBER — —

NAME (LAST, FIRST, MIDDLE)

DISTRICT 01

☒ 1-CERTIF. ☐ 2-CLASSIF.

DATE PREPARED

OLD ASSIGNMENT

OLD ASSIGNED COST CENTER
NUMBER NAME OF SCHOOL OR LOCATION

ASSIGNMENT BOOK LINE NUMBER (IF KNOWN)

OLD ASSIGNMENT DESCRIPTION

- ☐ NEW EMPLOYEE
- ☐ RETURNING FORMER EMPLOYEE
- ☐ COST CENTER CHANGE
- ☐ BUDGET CHANGE
- ☐ ASSIGNMENT/POSITION TITLE CHANGE
- ☐ ADD ASSIGNMENT
- ☐ ADDITIVE PAY CHANGE
- ☐ CORRECTION OF ERROR
- ☐ OTHER:

NEW ASSIGNMENT

NEW ASSIGNED COST CENTER
NUMBER NAME OF SCHOOL OR LOCATION

ASSIGNMENT BOOK LINE NO. (IF KNOWN)

DATE NEW ASSIGNMENT STARTS (MONTH, DAY, YEAR) — —

NEW ASSIGNMENT DESCRIPTION (IF SECONDARY TEACHER, LIST SUBJECT AREAS OR OTHER ASSIGNMENTS AND NUMBER OF PERIODS FOR EACH--BE SURE TO ACCOUNT FOR FIVE PERIODS FOR A FULL-TIME ASSIGNMENT)

	POSITION EQUIVALENT (LEAVE BLANK IF HOURLY)	BUDGET COST CENTER	FUND	OBJECT	PROGRAM	PROGRAM COST DIST.
BUDGET CHARGE	▲	X X X	A E	1 1 5 0	4201 (or) 4401 (or) 4 6 0 1	▲
						▲
						▲
						▲

charge number

HOURS PER DAY ☐ FULL-TIME ☐ OTHER ________

NUMBER OF MONTHS IN NORMAL WORK YEAR (10, 11 OR 12)

ADDITIVE PAY (CERTIFICATED) ☐ ADD ☐ DELETE ☐ CONTINUE

AMOUNT PER MONTH $

INDICATE PROGRAM QUALIFYING FOR PAYMENT:

REASONS OR REMARKS (IF NEW CLASSIFIED POSITION, INCLUDE DUTIES)

IV-7

TA with competency in Spanish to aid gifted cluster class.

SIGNATURE OF AUTHORIZING ADMINISTRATOR* DATE

APPROVAL(S) DATE

INSTRUCTIONS: ORIGINATOR SENDS ALL COPIES TO DIVISION OFFICE TO AUTHORIZE APPOINTMENT OF NEW EMPLOYEE OR TO REPORT ANY CHANGE IN AN EMPLOYEE'S ASSIGNMENT. IF EMPLOYEE HAS A SPLIT ASSIGNMENT (MORE THAN ONE LOCATION OR BUDGET CHARGE) A SEPARATE FORM MUST BE USED FOR EACH PART OF THE ASSIGNMENT. IF TWO DIVISIONS ARE INVOLVED, BOTH MUST APPROVE. SEE PERSONNEL-PAYROLL HANDBOOK AND DISTRICT PROCEDURE NO. 4300 FOR DETAILED INSTRUCTIONS. * INITIATOR MUST VERIFY THAT AN AUTHORIZED POSITION EXISTS.

FOR PERSONNEL DIVISION USE

BUILD KEY	OLD ASSIGN I.D.	DATE OLD ASSIGN ENDS	DATE NEW ASSIGN ENDS	NEW ASSIGN I.D.	ASSIGN TYPE	POS TITLE CODE	POS EQUIV	POSCON	SPEC PGM	YR TRK CODE	O/T INDR	RET CODE
							▲					

SALARY PER PAY PERIOD

RATE	I.D.	S.Y.	CLASS	STEP	SPEC COMP AMOUNT	PAY ADDITIVES	EMPLOYEE STATUS	A.F. INDR	TYPE ACTION	ASSIGN TERM CODE
▲					▲					

BASE EVAL REVIEW DATE

JOB COST CODE

DELIV C. CNTR

FUTURE

REASON 3

PARCOD CODE MONTH YEAR

B.Y.

REASON 4

SAGLIN

PERSONNEL DIVISION ROUTING

EMPLOYMENT	REVIEW
CREDENT'LS	

INPUT DATE INITIALS

KEYPUNCH

22-A-7225 3-20M475-1

Budget Category: Substitute Teacher

Charge Numbers: XXX-AE-1162-4200 (elementary seminar)
-4201 (elementary cluster)
-4400 (junior high seminar)
-4401 (junior high cluster)
-4600 (senior high seminar)
-4601 (senior high cluster)

District Procedure: No. 4376

In developing a year's gifted program and packaging it into a written plan, site committees will discover activities which will necessitate released time for participating teachers. Since money for substitute teacher time will come from AE funds, the budget must reflect this expense. Check the district employees salary schedule.

Because activities requiring substitute time are normally scheduled ahead, it is possible to give the division ample notice. *Five days are considered "ample."* Fill out a "Request for Absence Without Expenses" (Stock No. 22-R-2343; sample, page IV-9). Include required information about the needed substitute together with the budget charge number. Elementary schools send the request to the secretary, Gifted Programs Office, Room 3126, Education Center; and secondary schools route it to the division, Room 2140, Education Center. Secondary Division will send back a copy of the request complete with approving signatures and a precoded time card for the substitute. Elementary schools are responsible for preparing the time card.

Activities which may require released time for teachers and the hiring of a substitute include:

-Attendance at in- or out-of-district conferences as professional growth activity related to gifted education. (See Master Calendar, particularly the fall San Diego ASDEG Conference.)

-Visits to gifted programs at other schools in the district and in other districts.

-Preparing for, or conducting, field trips.

-Special work within the school, e.g., producing an operetta.

-Taking small groups on unusual research trips, e.g., visits to specialized libraries.

Procedure No. 4817

REQUEST FOR ABSENCE WITHOUT EXPENSES

SAN DIEGO UNIFIED SCHOOL DISTRICT

Name	School or Department

PERMISSION IS HEREBY REQUESTED TO BE ABSENT AS INDICATED BELOW

Purpose of Absence

Place of Meeting	Inclusive Dates

Name of Organization (If Any)

Officer of Organization ☐ Yes ☐ No	Title of Office
SUBSTITUTE NEEDED ☒ Yes ☐ No If yes, complete substitute information required for use by sponsoring div., dept., or school in submitting Scheduled Substitute Service Request form to Personnel Div. (see Proc. No. 4375).	Name of Preferred Substitute ________ Course ________ Grade Level ________ Class Starting Time ________ Budget Charge No. (for Substitute Charges) [redacted]-1162-4201

***APPROVALS**

Authorization of Absence (Immediate Supervisor*)	Approval of Funding (for Substitute, if any)

Note: If district car is requested, attach Request for Use of District Car, Stock No. 22-R-2345.

Stock No. 22-R-2343

*See reverse side for approvals required and distribution of copies.

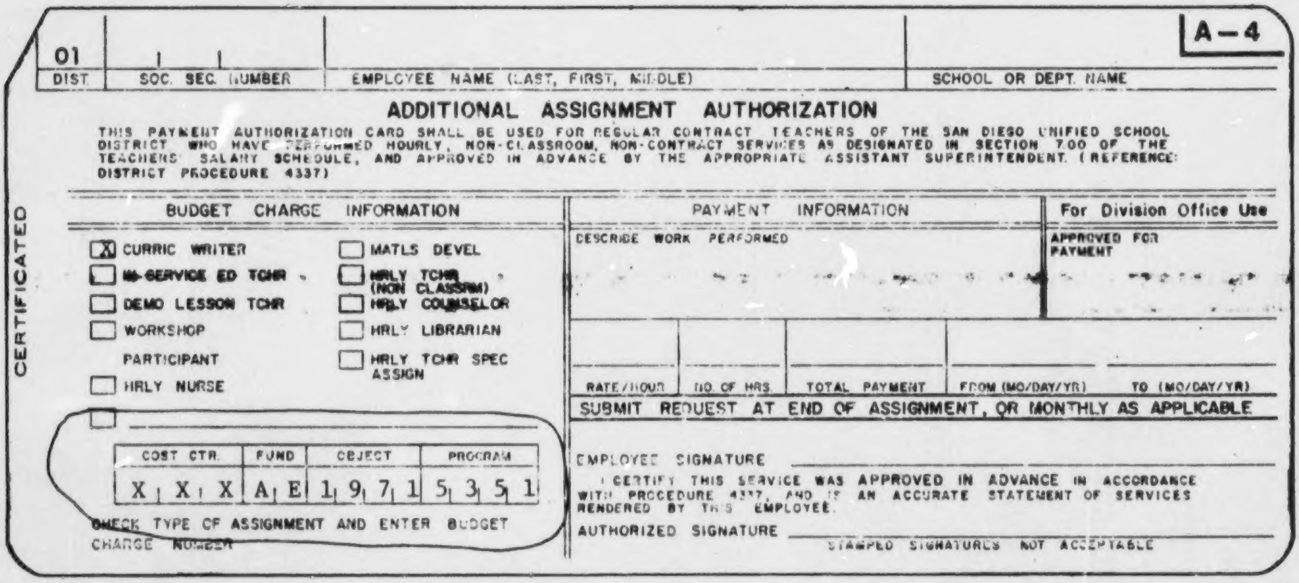
Budget Category: Curriculum Writer

Charge Number: XXX-AE-1971-5351

Does the site written plan include a unit of specialized study for which there is no formal curriculum; no district-published guide or instructional suggestions bulletin; no teacher's edition of a publisher's text?

Then perhaps the unit's planners will need to write a mini-unit of curriculum. Money for such writing may be included in the site AE budget and billed at the basic non-classroom hourly rate.

Curriculum writing is charged to the site budget by the charge number on the writer's filled-out and signed "Additional Assignment Authorization." (See below.)



CERTIFICATED

A—4

DIST.	SOC. SEC. NUMBER	EMPLOYEE NAME (LAST, FIRST, MIDDLE)	SCHOOL OR DEPT. NAME
01			

ADDITIONAL ASSIGNMENT AUTHORIZATION

THIS PAYMENT AUTHORIZATION CARD SHALL BE USED FOR REGULAR CONTRACT TEACHERS OF THE SAN DIEGO UNIFIED SCHOOL DISTRICT WHO HAVE PERFORMED HOURLY, NON-CLASSROOM, NON-CONTRACT SERVICES AS DESIGNATED IN SECTION 7.00 OF THE TEACHERS' SALARY SCHEDULE, AND APPROVED IN ADVANCE BY THE APPROPRIATE ASSISTANT SUPERINTENDENT. (REFERENCE: DISTRICT PROCEDURE 4337)

BUDGET CHARGE INFORMATION

☒ CURRIC WRITER
☐ IN-SERVICE ED TCHR
☐ DEMO LESSON TCHR
☐ WORKSHOP PARTICIPANT
☐ HRLY NURSE
☐ MATLS DEVEL
☐ HRLY TCHR (NON CLASSRM)
☐ HRLY COUNSELOR
☐ HRLY LIBRARIAN
☐ HRLY TCHR SPEC ASSIGN
☐ ______

COST CTR.			FUND		OBJECT				PROGRAM			
X	X	X	A	E	1	9	7	1	5	3	5	1

CHECK TYPE OF ASSIGNMENT AND ENTER BUDGET CHARGE NUMBER

PAYMENT INFORMATION

DESCRIBE WORK PERFORMED

RATE/HOUR	NO. OF HRS.	TOTAL PAYMENT	FROM (MO/DAY/YR)	TO (MO/DAY/YR)

SUBMIT REQUEST AT END OF ASSIGNMENT, OR MONTHLY AS APPLICABLE

EMPLOYEE SIGNATURE ______

I CERTIFY THIS SERVICE WAS APPROVED IN ADVANCE IN ACCORDANCE WITH PROCEDURE 4337, AND IS AN ACCURATE STATEMENT OF SERVICES RENDERED BY THIS EMPLOYEE.

AUTHORIZED SIGNATURE ______
STAMPED SIGNATURES NOT ACCEPTABLE

For Division Office Use

APPROVED FOR PAYMENT

Money in the curriculum writing budget category has been used by site gifted programs to:

- Write guides and mini-units for site use. The Gifted Program Office will reproduce and share this material with teachers throughout the program.

- Write "how to" materials on successful programs for site use and for the Gifted Programs Office to reproduce and distribute to other schools.

Budget Category: Reader Assistant

Charge Numbers: XXX-AE-2153-4400 (junior high seminar)
-4401 (junior high cluster)
-4600 (senior high seminar)
-4601 (senior high cluster)

District Procedure: No. 4329

Because quality written work, in quantity, is required by both seminar and cluster gifted English classes, some plans budget for reader assistants who, procedure states, "Assist teachers in the correction and evaluation of student writing and composition." Reader assistants are assigned to secondary teachers only. To arrange for an assistant, contact William Delannoy, Curriculum Consultant, Reading, Education Center, ext. 475.

Reader assistants are charged against a site AE budget after an "Assignment Authorization" (Stock No. 22-A-7225; sample, page IV-7) is filled out and signed by the site principal. In the case of reader assistants, the form would be checked "Classified." Completed forms should be sent to the division budget analyst, Room 2128, Education Center.

The usual procedure is to have reader assistants pick up students' work and return it, corrected and evaluated, at a specified time. However, at least one written plan provides for reader assistants to be available for one-to-one consultations with students.

Budget Category: Textbooks

Charge Numbers: XXX-AE-4101-4200 (elementary seminar)
-4201 (elementary cluster)
-4400 (junior high seminar)
-4401 (junior high cluster)
-4600 (senior high seminar)
-4601 (senior high cluster)

District Procedure: No. 5270 - Unadopted Materials and Books Including Paperbacks--Selection, Purchase

"Textbooks" used in the context of a site AE budget means hardbacks or paperbacks purchased in class sets--or one per gifted pupil--to implement a planned unit of qualitatively different education. (Incidental purchase of one or two copies of a book is usually charged to 4301, the object code for instructional supplies. See next page.)

Textbook titles, when included in a school's written plan, reveal the depth and breadth of a projected program. An example is Kenneth Clark's *Civilisation* ordered for a humanities high school seminar.

Textbooks are ordered on a "Book Purchasing Request (Long Form)" (Stock No. 22-R-3021; sample, page IV-13. These are available from secondary school librarians and elementary school secretaries. The form is in duplicate: a white copy to route to Book Order Control at the Instructional Media Center (IMC); a pink copy for the preparing teacher to file.

When completing the form, *do not write or type in any shaded area.* Include all asked-for information in Section 0. Don't overlook the necessary site administrator's signature.

Sections 1-7 are used for listing individual titles. Include author (last name and initial), title, publisher, quantity, price, and U/M: each, kit, set. Copyright dates and binding should be noted, if known. Use the space, Additional Data, for expanded title information. Any other information which will aid Purchasing in obtaining the book(s), e.g., "Will accept paperback if hardback is unavailable," "Other editions acceptable," can be typed on the requisition and circled. *Again, don't write over a shaded area.*

After the order is placed, Data Systems will send the teacher whose name is in "Prepared by" a 3"x5" card noting that the order has been placed, when to expect the book(s), and change of price, if any. If this card is not received in three weeks' time, check with Book Order Control (IMC).

SAN DIEGO CITY SCHOOLS 22-R-3021

BOOK PURCHASE REQUEST

(LONG FORM)

REQUEST NO. L 34074

DO NOT USE FOR BOOKS WITH AN ASSIGNED I.D. NO. OR TO BE PROCESSED BY CENTRAL CATALOGING

SITE NAME Patrick Henry High School	SITE ADMIN. SIGNATURE	APPROVED BY (DISTRICT USE)

0	A	DATE (MMDDYY) 9/1/77	PREPARED BY Seminar Teacher	SITE LOC 336	BUDGET ACCT. NO. 336-AE-4101-4600	DEL LOC 336	FISCAL YR. 77-78	BUDGET STAMP		
	B	BU	V/N	BID NO.	T-DISC	DAYS	FOB	SHIP	C-DISC	*SHADED AREA IMC USE ONLY*
	C	VENDOR NOTES		D	VENDOR NOTES					
	E	VENDOR NOTES		F	VENDOR NOTES					

1	G	AUTHOR Clark, Kenneth	PUBLISHER Harper-Row	COPYRIGHT 1970	BIND Paper	QTY. 10	UNIT PRICE $7.95	U/M ea.		
	H	TITLE Civilisation: A Personal View	J	TITLE CONTINUED						
	K	ADDITIONAL DATA	L	V/N	BID NO.	T-DISC	FOB	SHIP	C-DISC	
2	G	AUTHOR	PUBLISHER	COPYRIGHT	BIND	QTY.	UNIT PRICE	U/M		
	H	TITLE	J	TITLE CONTINUED						
	K	ADDITIONAL DATA	L	V/N	BID NO.	T-DISC	FOB	SHIP	C-DISC	
3	G	AUTHOR	PUBLISHER	COPYRIGHT	BIND	QTY.	UNIT PRICE	U/M		
	H	TITLE	J	TITLE CONTINUED						
	K	ADDITIONAL DATA	L	V/N	BID NO.	T-DISC	FOB	SHIP	C-DISC	
4	G	AUTHOR	PUBLISHER	COPYRIGHT	BIND	QTY.	UNIT PRICE	U/M		
	H	TITLE	J	TITLE CONTINUED						
	K	ADDITIONAL DATA	L	V/N	BID NO.	T-DISC	FOB	SHIP	C-DISC	
5	G	AUTHOR	PUBLISHER	COPYRIGHT	BIND	QTY.	UNIT PRICE	U/M		
	H	TITLE	J	TITLE CONTINUED						
	K	ADDITIONAL DATA	L	V/N	BID NO.	T-DISC	FOB	SHIP	C-DISC	
6	G	AUTHOR	PUBLISHER	COPYRIGHT	BIND	QTY.	UNIT PRICE	U/M		
	H	TITLE	J	TITLE CONTINUED						
	K	ADDITIONAL DATA	L	V/N	BID NO.	T-DISC	FOB	SHIP	C-DISC	
7	G	AUTHOR	PUBLISHER	COPYRIGHT	BIND	QTY.	UNIT PRICE	U/M		
	H	TITLE	J	TITLE CONTINUED						
	K	ADDITIONAL DATA	L	V/N	BID NO.	T-DISC	FOB	SHIP	C-DISC	

P	ADD INFO	Q	ADD INFO
R		S	
T		U	

FORM DISTRIBUTION:
WHITE – SEND TO IMC
PINK – RETAIN

ESTIMATED COST
TAX
ESTIMATED TOTAL COST

Budget Category: Instructional Supplies

Charge Numbers: XXX-AE-4301-4200 (elementary seminar)
-4201 (elementary cluster)
-4400 (junior high seminar)
-4401 (junior high cluster)
-4600 (senior high seminar)
-4601 (senior high cluster)

District Procedures: No. 7008-1 - Purchasing Information and Service, Whom To Call

No. 701[illegible] - Supplies and Vendor Services, Nonstock Ordering

No. 7013 - Stock Supplies and Materials--Ordering by Schools and Departments

No. 7013-1 - Stock Supplies--Telephone Ordering by Schools and Departments

No. 7225 - Deliveries and Pickups of Supplies and Materials by Supply Center

No. 7965 - Stock--Return for Credit

As a site plan for gifted education is written, it becomes apparent that certain program activities cannot be sustained on supplies normally stored by the custodian. Foresighted planners will determine what will be needed and provide for monies in the budget to purchase this extra nourishment.

When plan and budget are approved, stock and nonstock requisitions are used to order supplies against the AE budget and charges are made according to the charge number in the "For Budget Use Only" section. Secondary schools send requisitions to the division budget analyst, Room 2128, Education Center. Elementary requisitions go to Budget and Cost Control, Room 3209. Computer printouts showing a site's budget balance list both filled orders and back orders by requisition number; both are subtracted from the total.

Qualitatively different activities demanded by the gifted programs are clearly shown in the following examples of requisitioned supplies:

-Salt water aquarium supplies.

-A set of Newberry Medal Award winners (books not in class sets are considered Instructional Supplies).

-Materials for the construction of a telescope.

-Tools, seeds, and other supplies necessary for raising a campus garden (SIS - Biology).

-"Draw Your Own Filmstrip and Slide" kit.

-Admissions, Griffith Park Observatory. (A decision by the County Counsel allows gifted funds to be used for admission fees provided that they pay for an activity which is relevant to the curriculum and represents qualitatively different education [Griffith Park Observatory, yes; Disneyland, no]. See "Field Trips," page IV-22 for procedure to follow for field trip activities which require paid admissions.)

Budget Category: Consultants

Charge Numbers: XXX-AE-5107-4200 (elementary seminar)
-4201 (elementary cluster)
-4400 (junior high seminar)
-4401 (junior high cluster)
-4600 (senior high seminar)
-4601 (senior high cluster)

District Procedure: No. 4055

Consultants (more properly, resource persons) are hired to bring enrichment to gifted classes in fields in which the consultants are uniquely qualified--drama, art, history, whatever. However, if a teacher wishes to bring in a paid consultant, it is not enough to document his appearance in a written plan and include his fee in the budget.

District Procedure No. 4055 states that "If payment is involved, approval of the Board of Education must be obtained *before* appointment of consultants *prior* to performance of services." Consequently, lead time of at least 30 days between request and appearance is necessary to process the paperwork. This is a "Consultant Services Request," a yellow form which is available in the school office or may be ordered in quantity by phoning extension 401, Education Center. (See page IV-16 for an example of a completed request. Note the charge number in the "Source of Payment" column. Note also that the consultant's address and social security number have been included. Since this information will be needed later to complete the "Consultant's Payment Invoice," explained below, it will save time and frustration if the information is obtained and made part of the original paperwork.)

Send the filled-in "Consultant Service Request" to the division budget analyst at the Education Center: Room 2128, secondary; Room 2149, elementary. Signatures are added here, and the request sent on to Personnel where the information will be typed as a Board agenda item.

If the Board approves the use of the consultant's services, Personnel types a "Consultant's Payment Invoice" (see page IV-17) and routes it to the school for signing by both the consultant and the principal. The school sends the signed invoice to Accounting, Room 3209, Education Center, *first checking to make sure it includes the consultant's address and social security number.*

Sites have written the following types of consultant services into their plans:

- A professional puppet-maker conducted a short course in puppet-making.
- At the elementary level, a cluster teacher used the bulk of her funds to hire a consultant with expertise in the areas of music, choral work, and drama. Gifted pupils at all levels worked with the consultant twice a week in writing and producing a musical.
- Graduate students conducted lecture series for world history students on the effects of events during different historical periods on the literature, art, and architecture of the age (and vice versa).
- Several grade levels pooled gifted funds to hire a professional director to stage a play using talents from all the grades.

San Diego Unified School District

Instructions: Originator sends one copy through Assistant Superintendent of his division to the Personnel Operations Department. Personnel Operations submits all requests (in form of invoices) to the Board of Education for approval. The deadline for each Tuesday board meeting agenda is 5:00 PM the preceding Tuesday. Please refer to district Administrative Procedures No. 4055 and 4055-1 for information pertaining to employment and payment of consultants and/or resource persons.

CONSULTANT'S NAME (Last, first, middle initial) List in alphabetical order	FIELD OF SPECIALIZATION	DETAILS OF ASSIGNMENT AND PAYMENT (Number of days, hours, sessions, etc. and pay rate)	DATES OF ASSIGNMENT	SOURCE OF PAYMENT (Note budget account to be charged)
Smith, James T. 4069 Bernice Dr. San Diego 92107 Social Security No. 424-12-4620	English (Shakespeare)	3 lectures (2 hrs. each day for 3 days) ($50 each lecture - $150 total)	Nov. 3, 1976 Dec. 7, 1976 Jan. 12, 1977	346-AE-5107-4601

NOTE: Administrator requesting consultant services certifies that the individual(s) named above are not employees of the San Diego Unified School District.

COMPLETE THIS SECTION IF INCREMENTAL PAYMENTS DESIRED

Number of payments:	For below sums:	Approximate dates of payment desired:
1	$50.00	Nov. 30, 1976
1	$50.00	Dec. 31, 1976
1	$50.00	Jan. 31, 1977

SIGNATURES	DATE
Requested by: (Principal's signature)	
Division Budget Officer:	
Assist. Supt. Approval:	

PERSONNEL DIVISION USE

Board meeting date:

BOARD OF EDUCATION APPROVAL IS REQUIRED PRIOR TO PERFORMANCE OF CONSULTANT SERVICES

CONSULTANT PAYMENT INVOICE – San Diego Unified School District
SDCS 834

Serial # ____________

Instructions: Submit original and two copies to Accounting Dept. retain blue copy for your files. **PAYMENT CANNOT BE MADE UNLESS ALL APPLICABLE ITEMS ARE COMPLETED.**

NAME
Smith, James T.

ADDRESS
4069 Bernice Drive
San Diego, CA 92107

SOCIAL SECURITY NUMBER
424-12-4620

DO NOT USE THIS SPACE

DATE SUBMITTED FOR PAYMENT	BOARD APPROVAL DATE	BUDGET CHARGE NUMBER 346-AE-5107-4601

SERVICES AND PAYMENT APPROVED: 3 lectures, 2 hrs. each, @ $50 each lecture	PAYMENT: $150
COMPLETE THIS SECTION IF SERVICES AND PAYMENT ARE LESS THAN STATED ABOVE:	PAYMENT:

CONSULTANT'S SIGNATURE	DISTRICT ADMINISTRATOR'S SIGNATURE Principal's Signature

Budget Category: Conference Fees (local only)

Charge Number: XXX-AE-5205-5351

District Procedure: No. 4817, Section D.3.b.2(c)

Site staff members involved with gifted education may charge registrations fees for local inservice conferences to the site AE budget. In this category is the registration fee for the Association of San Diego Educators for the Gifted (ASDEG) conference held in San Diego.* Almost all teachers in the gifted programs and many principals and counselors attend this stimulating conference which features experts in gifted education from throughout the state.

If a site AE budget is to pay ASDEG conference registration fees ($10.00), sufficient funds must be provided in the written plan budget.

To streamline the budgeting process, sites should submit names of attending staff members at least two weeks before the conference. For this purpose, a form similar to that reproduced on page IV-19 will be sent to the schools. When it is completed, signed by the principal, and returned to the Gifted Programs office, registration fees will be charged to the site AE budget under appropriate charge numbers. File "Request for Absence Without Expenses" form. Asterisk $10 registration fee to be paid by the central office and reimbursed from site funds.

Conference Fees:	XXX-AE-5205-5351
Substitutes	XXX-AE-1977-5351

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*The Master Calendar in Section II lists the date of the ASDEG conference and the date and location of the spring California Association for the Gifted (CAG) conference. A new calendar will be sent out each year for insertion in this publication.

REGISTRATION FEES FOR ASDEG CONFERENCE

Please list staff members who will attend the Association of San Diego Educators for the Gifted (ASDEG) Conference at (place) on (date).

Conference fees are $__________ each. No checks or money orders are needed. The Secondary and Elementary Divisions will make payment to ASDEG based on the budget amount and the list of names. Your site AE budget should include in object code 5205 an amount adequate to cover the total necessary (number of persons x registration fee), plus an adequate amount in object code 1162 to cover substitutes' pay.

Names of Staff Members Attending | **Substitute Information**

1. ______________________ Preferred Substitute ________________
Grade Level _____ Course _____ Time _____

2. ______________________ Preferred Substitute ________________
Grade Level _____ Course _____ Time _____

3. ______________________ Preferred Substitute ________________
Grade Level _____ Course _____ Time _____

4. ______________________ Preferred Substitute ________________
Grade Level _____ Course _____ Time _____

5. ______________________ Preferred Substitute ________________
Grade Level _____ Course _____ Time _____

6. ______________________ Preferred Substitute ________________
Grade Level _____ Course _____ Time _____

7. ______________________ Preferred Substitute ________________
Grade Level _____ Course _____ Time _____

8. ______________________ Preferred Substitute ________________
Grade Level _____ Course _____ Time _____

____
Principal's Signature

____
Budget Number

Budget Category: Out-of-District Travel

Charge Number: XXX-AE-5207-5351

District Procedure: No. 4817

Out-of-district conferences which are chargeable to a site AE budget are limited to:

-Conferences held in California.

-Conferences directly concerned with gifted education. (Expenses for a science conference, for example, are not allowable.)

These restrictions, in effect, encourage faculty members to attend the California Association for the Gifted (CAG) conference held in different California cities each year in early spring. Registration fees for the CAG conference are allowable and limited. Travel and living expenses can be negotiated with the site principal. It is felt that the registration fee, a substitute's time, and 50 percent (estimate) for travel and meals are adequate.

Written plan budgets must include funds for all conference expenses chargeable to the above charge number, as well as funds for substitute time will be charged under

XXX-AE-1977-5351.

Each person who requests expenses for the CAG conference must complete a "Request for Absence With Expenses" (Stock NO. 22-R-2341) (sample, page IV-21). If a substitute is requested, complete the form *six days in advance of need.* Elementary schools route the form to the secretary of the director for their school; secondary schools send it to Room 2140, Education Center. A precoded substitute's time card will be returned to the school, prepared by the respective divisions, who will also request the substitutes.

Faculty members who attend an out-of-district gifted inservice conference with no expenses paid submit the form "Request for Absence Without Expenses" (Stock No. 22-R-2345), (sample: Page IV-9). Processing will be the same as for a "Request for Absence With Expenses" form described in the paragraph above.

Procedure No. 4817

REQUEST FOR ABSENCE WITH EXPENSES № [illegible] **SAN DIEGO UNIFIED SCHOOL DISTRICT**

PERMISSION IS HEREBY REQUESTED TO BE ABSENT AS INDICATED BELOW

PURPOSE OF ABSENCE
PLACE OF MEETING
INCLUSIVE DATES

NAME OF ORGANIZATION (IF ANY)

FOR ACCOUNTING USE ONLY [redacted]

OFFICER OF ORGANIZATION ☐ YES ☐ NO
TITLE OF OFFICE

NAME OF EMPLOYEE [redacted]
HOME ADDRESS
CITY
STATE
ZIP CODE

Substitute Needed ☐ Yes ☐ No
NAME OF PREFERRED SUBSTITUTE
SCHOOL/DEPT.
CLASS STARTING TIME
COURSE
GRADE LEVEL

METHOD OF TRAVEL
☐ AIR
☐ PERSONAL CAR
☐ DISTRICT CAR*
☐ OTHER

*SEE SPECIAL NOTE REVERSE SIDE OF LAST COPY

BUDGET CHARGE NUMBER
(Cost Center, Fund, Object, and Program Codes)
XXX-AE-5207-5351

EXPENSE LIMITATION (IF ANY) ____________

THIS SPACE FOR BUDGET USE ONLY
BUDGET CHARGE AND FUNDING VERIFIED
SIGNATURE

APPROVALS:

AUTHORIZATION OF ABSENCE * (IMMEDIATE SUPERVISOR)
APPROVAL OF FUNDING*
*(SEE REVERSE SIDE)

CLAIM

	ITEM	SUN	MON	TUES	WED	THURS	FRI	SAT
NO RECEIPTS REQUIRED	BREAKFAST							
	LUNCH							
	DINNER							
	TAXICAB, CARFARE, CITY BUS, AIRPORT LIMOUSINE							
	PARKING AND TOLLS							
	TELEPHONE - TELEGRAPH							
	PERSONAL CAR USE- ☐ CLAIMING PLANE FARE $ ____________ ☐ CLAIMING ________ MILES @ 13¢ PER MILE							
RECEIPTS REQUIRED	LODGING-HOTEL, MOTEL, ETC.							
	CONVENTION REGISTRATION FEES							
	TRANSPORTATION- ☐ PURCHASED BY SELF							
	OTHER-ITEMIZE (ATTACH SHEET, IF NECESSARY)							
	DAILY TOTALS							

EXPENSES CHARGED TO DISTRICT NOT IN THIS CLAIM:

$________ TRANSPORTATION $________ LODGING $________ OTHER

TOTAL OF CLAIM ____________

APPROVAL FOR PAYMENT (BY ADMINISTRATOR WHOSE BUDGET IS BEING CHARGED)

(EMPLOYEE SIGNATURE) (DATE) GNATURE) (DATE)

STOCK NO. 22-R-2341
SEE REVERSE SIDE FOR DISTRIBUTION OF COPIES

Budget Category: Field Trips, Transportation

Charge Number: XXX-AE-5603-7730

District Procedures: No. 5493 - One-Day Field Trips Within the State, and Transportation to School Events

No. 5493-1 - Educational Trips and Excursions--Approved Carrier and Rates

No. 5494 - Multiple-Day Field Trips Within the State, and All Field Trips Out of State

To be chargeable to a site AE budget, educational trips must have a direct relationship to the instructional program and, for reasons of accountability, be bracketed by lead-up and follow-up activities.

The amount budgeted for field trip transportation should be firm, with specific trips planned and funds provided according to common carrier charges. Check Procedure No. 5493-1 for prices of bus transportation. Pay particular attention to the section on "miscellaneous or punitive charges." This extra caution is necessary because funds budgeted under the 7730, Pupil Transportation, program code cannot be transferred to, or augmented from, funds in another program without Board of Education approval.

At least two weeks before the trip, secure an "Educational Field Trip Order/Report Form" (Stock No. 22-E-1225; sample, page IV-23) from the financial secretary. Instructions are in the lower left-hand corner. In addition to carrier costs and related paperwork, there are peripheral costs and their paperwork to consider:

- *Substitutes*. If a substitute is required, follow procedures for securing and budgeting for a substitute outlined on page IV-8.
- *Admission Fees*. Admissions to performances or exhibits are allowable. Teachers planning a field trip activity involving admission fees should make arrangements at least three weeks in advance and confirm that the facility will bill against a district purchase order. Such orders are activated by a nonstock requisition with the following information: number of tickets; cost per ticket; date of attendance; name, address and telephone of facility. Admission fees should be budgeted under Instructional Supplies, thus the requisition should be coded with charge number XXX-AE-4301-4200 or 4201, elementary; 4400 or 4401, junior high; 4600 or 4601, senior high. Exceptions are tickets to the Wild Animal Park or tickets for a train trip which should, like field trips, be coded XXX-AE-5603-7730.

Suggestions for field trip destinations and information for making arrangements are contained in two district publications: *Resource Directory for Teachers of Gifted*, 1973 (Stock No. 41-G-4525) and *Educational Trips, Elementary Grades*, 1975 (Stock No. 41-E-1001).

A cursory riffle through site written plans finds field trips to such destinations as The Old Globe and Old Town, specific departments at local universities, cultural meccas in the Los Angeles area including the Huntington Library, and advertising agencies, stock brokerages, and a Scripps research ship. A junior high school has planned a multi-day trip through California, visiting schools and points of interest along the way, often staying with families of different economic and cultural backgrounds. Student money-making activities help finance the trip.

SAN DIEGO CITY SCHOOLS (22-E-1225)
EDUCATION FIELD TRIP ORDER/REPORT FORM
USE TYPEWRITER OR BALL POINT PEN & PRESS HARD!

Trip Order # T 18363
TO BE USED WHEN IDENTIFYING TRIP
Date: 10-24-76

SECTION A (TO BE COMPLETED BY TEACHER)

Requested Trip Date: 11-5-76

ool: 346 / Madison High School
Location # / Name

4833 Doliva / Front of school
Address / Exact Pickup Point

Pickup Time At School: 9:30 am

Destination (1): Sea World
Name

Mission Bay Drive / Main Entrance
Address / Exact Pickup Point

Pickup Time to Next Stop: 11:30 am

Destination (2):
Name

/
Address / Exact Pickup Point

Pickup Time for return to school: am pm

Purpose: Study tidepool life

Teachers: C. Anemone / Seminar / 10-12
Name / Class / Grade

/ /
Name / Class / Grade

Total Number of Pupils 17

I have read and complied with the provisions of Administrative Regulations and Procedure #5493 & 5493-1

(C. Anemone)
Teacher's Signature

SECTION B (TO BE COMPLETED BY SECRETARY & PRINCIPAL)

Carrier: Aztec
Person Contacted: Edith
Carrier contact made by: / Date

rip Approved By:

Principals Signature and Date

Number of Buses: 1 (one)

Type of Expenditure:
____ Discretionary Fund ____ District Allocated ____ Athletics ____ Special Projects

Charge to: 346-AE-5603-7730
ENTER CHARGE # (ONE ONLY)

Other (Specify) Gifted Funds

Est. Amt. $24.35

SECTION C (COMPLETE THE FOLLOWING AFTER THE TRIP)

11-5-76 Date Trip Taken - Late Penalty
Trip Cancelled w/penalty

COMMENTS:

Signature Confirming Trip was Taken:
(C. Anemone) / 11-6-7_
Teacher Name / Date

SECTION D (PROGRAM OR PROJECT OFFICE)

____ Secondary
____ Elementary
____ ECE, Pre-School, Childrens Center
____ Comp. Ed, ESEA, Follow Thru
____ Other – Please specify

Approved for Payment: /
Signature / Date

INSTRUCTIONS:

1. Section A – Teacher completes two weeks in advance of trip.
2. Section B – Principal approves, secretary forwards copies 5 and 6 to carrier and files remaining copies.
3. Section C – Teacher completes and signs form.
   - Secretary forwards original and two copies to Program or Project Office and files 1 copy.
4. Section D – Program or Project Office forwards original and 1 copy to Budget Office.

SECTION E (FOR CARRIER USE ONLY) RETURN COPY 5 TO SDCS ACCOUNTING OFFICE WITH INVOICE

Base Amount
Adjustments*
Total Charge
*Explain

120

IV-23

DISTRIBUTION: ORIGINAL – ACCOUNTING DEPT. (WHITE) COPY 2 – BUDGET DEPT. (BLUE) COPY 3 – RESPONSIBLE DEPT. (GREEN)
COPY 4 – SCHOOL (CANARY) COPIES 5 & 6 – CARRIER (PINK) (GOLDENROD)

Budget Category: Telephone Service

Charge Numbers: XXX-AE-5515-7651 (elementary)
-7652 (junior high)
-7653 (senior high)

Telephones to aid student research projects or for computer based instruction have been approved for inclusion in site AE budgets.

Before firming plans, however, ask the telephone company for an estimate of installation charges and the monthly billing rate. One site dropped plans for a telephone when the company estimated that it would cost $500 to run the wires into the classroom. If costs are within the allowable range, send a short memo to the Business Services Director stating the estimate, the budget code, the location of the telephone, and the contact person at the school site.

Budget Category: Equipment Rental

Charge Numbers: XXX-AE-5619-4400 (junior high seminar)
-4401 (junior high cluster)
-4600 (senior high seminar)
-4601 (senior high cluster)

District Procedure: None to date.

The "equipment rental" category in the budget is for the use of teachers who plan short-term curriculum units requiring high-cost equipment. Dealers can estimate rental costs accurately enough for rental fees to be included in the written plan budget.

Usually the school negotiates directly with the dealer and is billed by dealer invoice. Both the contract with the dealer and the dealer invoice which is forwarded to the division office for payment must be identified with the above charge number. A nonstock requisition is required to activate issuance of a purchase order and permit payment by the district from AE funds.

Examples of special equipment which has been rented with site AE funds are:

- Movie cameras for film making units.
- Spectrographs and laser beams for science units.
- Conference phones for classroom use in social studies units.

Budget Category: Equipment Rental, Computer Based Instruction

Charge Number: XXX-AE-5619-5291

Another type of equipment rental billed under Object Code 5619 is further identified by Program Code 5291, Computer-Based Instruction. Terminals or tie lines for computer-based instruction are rented from the district's Data Systems Department under a three-year agreement negotiated by the principal or his designate.

Terminals are teletypes which allow information to be keyed into them from the classroom and transmitted to the computer where it is analyzed, answered, transmitted back to the classroom, and printed on the teletype's paper.

The functions this computer system can perform are limited only by the imaginations of the users. The primary package consists of a programming language by which students and teachers can write their own computer programs, store them in the computer's memory, and recall them at will. This capability allows teachers to develop their own computer-assisted instruction programs and students to learn the fundamentals of data processing. A library of programs written by other districts, universities, the equipment manufacturer, and State and federal educational agencies includes computer-assisted instruction courses in math, social studies, languages, and science. In addition, over a thousand programs deal with using the computer as a problem-solving tool in the classroom.

Budget Category: Capital Outlay, Equipment

Charge Numbers: XXX-AE-6491-8421 (elementary)
-8422 (secondary)

District Procedure: No. 7190

Equipment which can be ordered under the capital outlay program numbers (8421, 8422) must be (1) non-consumable; of a permanent nature, and (2) priced over $50 (tape recorders, yes; cassettes, no), and must not be stocked by supply control. Amounts budgeted in written plans for such equipment are not subject to manipulation since Board of Education approval is required before monies can be transferred into or out of this category.

When the budget, part III of the written plan, shows more than $300 in the permanent equipment column, it is necessary to write an attachment for the budget page. The attachment must describe each piece of equipment, cost it, and explain how it will relate to specific components and objectives.

Capital outlay equipment is ordered on a nonstock requisition which is identified by one of the above charge numbers in the "For Budget Use Only" section. Requisitions may be filled out as soon as a written plan is approved. Requisitions from secondary schools go to the division budget analyst, Room 2128, Education Center. Elementary requisitions go directly to Budget and Cost Control, Room 3209.

Examples of equipment ordered under capital outlay program numbers are:

-Listening posts.
-Furniture for a gifted resource room.
-Duplicating machines.

Budget Category: Capital Outlay, Student Bus
Charge Number: XXX-AE-6499-8422

Budget Category: Insurance, Transportation
Charge Number: XXX-AE-5423-7730

Budget Category: Gas and Oil, Transportation
Charge Number: XXX-AE-4511-7730

Four high school seminar centers, Clairemont, La Jolla, Point Loma, and Morse, have entered a three-year lease purchase agreement to buy a mini-bus capable or transporting seminar sized groups. Teachers, TAs, and IAs certified to drive the bus are required to attend and pass a 40-hour training course for district drivers. Each center is assigned the bus one day a week, with the fifth day open for demand. Assigned days may be traded or accumulated for future need.

The cost to each site's AE budget is $545 for lease purchase; $233 for gas and oil; $23 for insurance. On a per-trip basis, this figures out less than the cost of a reduced rate charter (an in-district trip taken between 9 a.m. and 1 p.m.). The center-owned bus removes any cost limitations on destination and time. The bus is always available on its assigned day and is much safer than a teacher's, student's or parent's automobile. After three years the centers will own the bus outright.

Uses for the bus, many of which would have involved prime time costs for a charter, have been:

- Frequent interchange of students and teachers among seminar regional centers.
- Visits to district and community schools to share educational lectures, activities, and seminars.
- Cultural and ethnic exchange among students.
- Participation in community business, cultural, educational and governmental activities through field trips.

INSTRUCTIONS FOR READING A BUDGETARY DATA RUN

Twice monthly, each site with an AE account receives a printout--data run--showing budget transactions and the unexpended balance in the total account and within each budget category. The data run is read as follows:

1. Budgetary data run "As of" date is shown in the upper right-hand corner of each sheet of the data run.
2. Fund code (AE) and description are at the top center of each sheet just above the school cost center code and name.
3. Transactions are listed in numerical order by object code (designating budget category).
4. The program pertaining to an object code is listed on the next line below the object code. (This is followed by other programs if there is more than one program under the object code in the same fund.)
5. The year-to-date (YTD) appropriations (if any), expenditures, encumbrances, and balance are reported opposite the program code, whether or not there are detail transactions pertaining to an account on a particular data run. In each budget category:

Adjusted Appropriations	(Amount actually placed in the category to cover the current year's expenditures.)
(minus) *Expenditures*	(Items for which the district has issued a payment warrant to a vendor or for which a charge is assigned.)
(minus) *Encumbrances*	(Purchase orders have been issued but the order has not been paid by the district.)
(equals) *Balance*	

If there are detail transactions, the YTD totals are followed by the individual transactions, and the "ending balance" is opposite the line TOTAL (PROGRAM TITLE). If there are no appropriations in the account, or if total expenditures and encumbrances exceed appropriations, the balance figure will be followed by a minus (-) sign to indicate a negative balance.

SITE BUDGET CONTROL: THE REQUISITION REGISTER

Site budget control in three categories--4101, Textbooks; 4301, Instructional Supplies; and 6491, Capital Outlay--involves the use of a requisition register similar to the form reproduced on page IV-31 for site duplication. A separate register for each of the above categories is kept by the principal's designate: the elementary secretary, custodian, or teacher who coordinates site gifted programs; the secondary financial secretary, custodian, or site coordinator. For purposes of accurate record keeping, it is important that all requisitions, telephoned or written, go through one person and be recorded on the requisition register.

The requisition register is a continuing record which starts when the first requisition is made against the AE account. A register for an elementary gifted cluster program's instructional supplies account would be identified as follows: (The Adjusted Appropriations figure will usually appear on the data run in October or November. This amount should be penciled in since monies may be shifted from one budget category to another during the program year.)

REQUISITION REGISTER

BUDGET ACCOUNT NO. XXX-EE-4301-4201 **ADJUSTED APPROPRIATIONS** $507
(Enter in pencil)

Description Instructional Supplies Elementary Gifted Cluster
(Object Code Description) *(Fund Code Description)*

DATE	REQUISITION NUMBER	MAJOR ITEM	BEST ESTIMATE OF COST	PURCHASE ORDER OR MATERIEL CONTROL INVOICE	CLEARED	DATA RUN ON WHICH ENTRY APPEARS FIRST *(Either Encumbrance or Expenditure)*

As requisitions are issued against a register's budget account number, the record keeper must:

1. Enter the date of the requisition.
2. Enter the requisition number or write "telephone."
3. Enter the name of the major item on the requisition.
4. Enter the "Best Estimate of Cost" in pencil and adjust when the expenditure appears on the data run.
5. Enter the purchase order or invoice number when available.

6. Check the item "Cleared" when it appears as an expenditure *or an encumbrance* on the data run.

7. Enter the date of the data run on which the item first appears.

Each register's account should be reconciled after each data run, or at least once a month. IF RECONCILIATION IS ON A MONTHLY BASIS, BE SURE TO USE INFORMATION FROM BOTH DATA RUNS AND THE ENDING BALANCE OPPOSITE THE ACCOUNT ON THE LATEST DATA RUN.

Account Reconciliation:

Budgetary Data Run "As of" ________________

Ending Balance ________________

Less Items Not Yet Cleared ( ) ________________

Equals: Unobligated Operating Balance ________________

REQUISITION REGISTER

BUDGET ACCOUNT NO. ____________________ **ADJUSTED APPROPRIATIONS** ____________________
(Enter in pencil)

Description ____________________ ____________________
(Object Code Description) *(Fund Code Description)*

DATE	REQUISITION NUMBER	MAJOR ITEM	BEST ESTIMATE OF COST	PURCHASE ORDER OR MATERIEL CONTROL INVOICE	CLEARED	DATA RUN ON WHICH ENTRY APPEARS FIRST *(Either Encumbrance or Expenditure)*

BUDGET ADJUSTMENTS

As sites write plans for the coming year's gifted programs, they can only estimate the AE funds which will be available under the X-dollars per pupil formula for financing planned activities. These projections, based on the February pupil count, will necessarily be adjusted upward or downward when another count is made in October. Carefully thought-out budgets will allow for such readjustment in areas where a reduction in funds will do the least harm to the qualitatively different educational program.

Theoretically, a plan and its budget should be exact enough to require change only in response to financial loss or gain. In truth, budgets must be flexible and able to respond to reasonable changes throughout the year. To be "reasonable," changes must be compatible with the approved written plan. Funds can be shifted from one category to another by sending a memo of explanation to the appropriate budget analyst:

Elementary Division - Robert Kennedy; Room 2149, phone 293-8233.
Secondary Division - Room 2128, phone 293-8412.

EXCEPTIONS: FUNDS CANNOT EASILY BE SHIFTED INTO OR OUT OF BUDGET CATEGORIES IDENTIFIED BY CHARGE NUMBERS CONTAINING PROGRAM CODES 7730, PUPIL TRANSPORTATION, AND 8421 OR 8422, CAPITAL OUTLAY. SUCH TRANSFER OF FUNDS REQUIRES ACTION BY THE BOARD OF EDUCATION.

TIMETABLE FOR SPENDING FUNDS

It is recommended that funds be encumbered as early as possible. The proper paperwork for hiring TAs, IAs and reader assistants and ordering textbooks, supplies, and capital outlay equipment can be processed as soon as a site written plan has been approved.

Unexpended AE funds revert to the general fund in the year ending balance, thus a necessary timetable to observe is:

-Order nonstock items before April 1 of the program year.
-Purchase stock items before May 31 of the program year.

ASSIGNMENT AUTHORIZATION: TEACHERS OF GIFTED CLASSES

When a principal completes an Assignment Authorization (see form, page IV-7) assigning a teacher to the gifted program, the blank, "New Assignment Description," must so specify, e.g., "4th-5th Grade Teacher - Gifted." The district directory will then list "gifted" as part of the teacher's school assignment and the Gifted Programs Office will be able to verify the teacher's eligibility to requisition items through the gifted budget.

GIFTED PROGRAMS RESOURCE MATERIALS

GIFTED PROGRAMS RESOURCE MATERIALS SECTION FORMAT

Reference materials in this section are grouped by subject. Each subject is introduced by a yellow divider page which lists the contents and identifies further sources of district-published information on the same subject.

This section is open-ended. Materials pertaining to the existing subjects and other subject areas may be added.

STATE LAW AND DISTRICT PROCEDURES GOVERNING GIFTED PROGRAMS

Contents **Page**

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DIVISION 4. MENTALLY GIFTED PUPILS

CHAPTER 1. GENERAL PROVISIONS

3800. General Provisions. (a) This division applies only to special educational programs for mentally gifted minors described in Article 14 (commencing with Section 6421) of Chapter 6 of Division 6 of the Education Code.

(b) The terms used herein have the same meaning as in that article.

NOTE: Specific authority cited for Division 4: Section 6432, Education Code.

History: 1. New Chapter 1 (Section 3800) (formerly of Art. 23, Subchap. 1 of Chap. 1) filed 6-20-69; effective thirtieth day thereafter (Register 69, No. 25).

CHAPTER 2. IDENTIFICATION OF MENTALLY GIFTED MINORS

DETAILED ANALYSIS

Section
3820. Responsibility and Procedure for Identification
3821. Evidence to be Studied, Except for Culturally Disadvantaged Underachieving Pupils
Section
3822. Separate Criteria for Identifying Culturally Disadvantaged, Underachieving, Mentally Gifted Minors

3820. Responsibility and Procedure for Identification. The responsibility for the identification of a pupil as a mentally gifted minor for whom special allowances may be paid under the provisions of Education Code Section 6426 (hereinafter called "mentally gifted minor") shall rest with the administrative head of the school district or an employee of the district designated by him. The identification shall be based upon a developmental case study made by an identification and placement committee (hereinafter called "the committee") of all pertinent evidence as to a pupil's general intellectual and scholastic capacity (including but not limited to a completed screening and nominating form and a psychologists's summary and evaluation). The committee shall consist of the school principal, a classroom teacher familiar with the school work of the pupil, a credentialed school psychologist, and any other person or persons designated by the district employee responsible for making the identification.

History: 1. New Chapter 2 (Sections 3820–3822) filed 6-20-69; effective thirtieth day thereafter (Register 69, No. 25).

3821. Evidence to Be Studied, Except for Culturally Disadvantaged, Underachieving Pupils. Except for culturally disadvantaged, underachieving pupils described in Section 3822, among the items of evidence studied by the committee shall be evidence described in either (a), (b), or (c):

(a) A score at or above the 98th percentile on a full scale individual intelligence test approved by the Superintendent of Public Instruction and administered to the pupil by a person qualified to administer individual intelligence tests. The norm to be used for the score is the norm for children of the same age as the pupil tested.

(b) For a pupil in grades seven through twelve, a score at or above the 98th percentile in each of two tests chosen from a list of tests approved for the purpose by the State Board of Education and administered by a qualified person to the pupil while he was enrolled in grade 7 or above and within 24 months of the date of identification.

The two required tests are:

- **(1) A standardized full-scale group test of mental ability.**
- **(2) A standardized test of one of the following:**
  - **(A) Reading achievement.**
  - **(B) Arithmetic achievement.**
  - **(C) Science achievement.**
  - **(D) Social science achievement.**

(c) The judgments of teachers, psychologists, and administrators and supervisors who are familiar with the demonstrated ability or potential of the minors. In any given district not more than five (5) percent of the pupils identified under Section 3821 as mentally gifted minors shall be identified on such judgments alone.

3822. Separate Criteria for Identifying Culturally Disadvantaged, Underachieving, Mentally Gifted Minors. A culturally disadvantaged, underachieving, mentally gifted minor shall be identified by the committee described in Section 3821 as follows:

(a) As "culturally disadvantaged"—through the committee's study of all available and pertinent evidence of a child's language, cultural, economic, or environmental handicaps that have in the past and may in the future interfere with his success in school, restrict the development of intellectual and creative ability, and prevent full development of his potential. The report of the committee shall specify the disadvantage or disadvantages to which the pupil is subject. "Cultural disadvantage" shall be distinguished from cultural difference; it implies a lack of cultural background rather than a comparison among cultures.

(b) As "underachieving scholastically"—by comparing the pupil's general intellectual capacity with this achievement on the basis of all pertinent evidence related to cultural disadvantage. Consideration shall be given to each of the following:

(1) The judgment of the committee, all concurring, that the pupil could achieve at the upper two percent level were it not for his cultural disadvantage.

(2) Test scores revealing discrepancies between general intellectual ability and achievement.

(3) All pertinent school records.

(c) As "mentally gifted"—on the basis of the judgment of the committee that he may be expected within a reasonable time and with appropriate curricular modifications to perform in school at a level equivalent to that of the mentally gifted minors identified pursuant to Section 3821. This judgment shall be based upon one or more of the following:

(1) Precocious development and maturation in the preschool or primary period, or outstanding scholastic accomplishment at any point in his school career.

(2) Unusual resourcefulness in coping with responsibilities, opportunities, deprivations, problems, frustrations, obstacles, lack of structure and direction, or overly structured settings.

(3) Outstanding achievements, skills, or creative products.

(4) Scores at or above the 98th percentile on nonverbal (performance) scores of individual intelligence tests approved by the Superintendent of Public Instruction.

(d) In no case shall the minors identified pursuant to this section exceed two percent of the culturally disadvantaged pupils (as defined in Education Code Section 6452) within the school district.

CHAPTER 3. MINIMUM STANDARDS FOR PROGRAMS

Article	Article
1. General	3. Length of Program
2. Types of Programs	

DETAILED ANALYSIS

Article 1. General

Section	Section
3830. Minimum Standards for All Types of Programs	3831. General Standards

Article 2. Types of Programs

Section	Section
3840. Special Services or Activities	3841. Special Day Class

Article 3. Length of Program

Section	Section
3850. Length of Program	3851. Summer School Equivalent

Article 1. General

3830. Minimum Standards for All Types of Programs. A school program designed for mentally gifted minors shall meet all of the standards set forth in this chapter.

History: 1. New Chapter 3 (Sections 3830, 3831, 3840, 3850, 3851) filed 6-20-69; effective thirtieth day thereafter (Register 69, No. 25).

3831. General Standards. The following general standards apply to all types of programs.

(a) All pupils placed in the program are identified pursuant to Section 3821 or 3822 and are assigned to a program suited to their abilities and needs as determined by the committee.

(b) A developmental case study is maintained for each pupil placed in the program.

(c) Written consent of a parent, guardian, or other person having actual custody and control of the pupil is on file with the district prior to the pupil's participation in the program.

(d) The program is qualitatively different from other school programs of the district because it meets the specific academic needs and requirements of mentally gifted pupils, identified in Section 3821 or 3822, as appropriate.

(e) A written plan for the program is available for public inspection at the same place or places as the district course of study. The written plan, which describes the qualitatively different curriculums for mentally gifted minors, includes:

(1) The purposes of the program, including the general and specific goals which pupils are expected to achieve.

(2) If the proposed program is one for special services or activities, it shall describe the services to be rendered and the activities to be included for each participating pupil for an amount of time each week that will average one class period (of at least 40 minutes) per day.

(3) If the proposed program is for a "special day class", the plan shall include information concerning the curriculum content of the class and the opportunities to be afforded the pupils to engage with other pupils in supervised curricular or extracurricular activities outside of the minimum school day.

(4) The special facilities and special materials to be used in connection with the program.

(5) The methods to be used in evaluating the various components of the program. These methods shall include an annual review of pupil progress and of the administration of the program.

(6) Procedures for administrative modification of aspects of the program.

(f) The school day for pupils in any program shall be at least as long as that for other pupils of the same chronological age or grade.

History: 1. Amendment filed 12-18-69; effective thirtieth day thereafter (Register 69, No. 51).

Article 2. Types of Programs

3840. Special Services or Activities. Special services or activities which may be provided include those described in the following situations:

(a) Pupils remain in their regular classrooms, but participate in supplemental educational activities planned to augment their regular educational programs. In these supplemental educational activities the pupils use advanced materials or receive special help through persons other than the regular classroom teacher. These mentally gifted minors may be specially grouped within a regular classroom setting.

(b) Pupils are provided with additional instruction by the school of attendance either by special tutoring or through correspondence courses specified in Education Code Section 5971 and Section 1633 of this title. Correspondence courses shall be supervised by a certificated employee within the pupil's school of attendance.

(c) Pupils are placed in grades or classes more advanced than those of their chronological age group and receive special instruction outside of the regular classroom in order to assist them in handling the advanced work.

(d) High school pupils for a part of the day attend classes conducted by a college or junior college or participate in College Entrance Examination Board Advanced Placement programs, and the high school provides books and supplies and transportation when needed.

(e) Pupils participate regularly, on a planned basis, in a special counseling or instructional activity or seminars carried on during or outside of the regular school day for the purpose of benefiting from additional educational opportunties not provided in the regular classroom in which the pupils are enrolled.

(f) Classes as defined in Education Code Section 7557 or seminars are organized to provide advanced or enriched subject matter for a part of the school day during the regular school year or during a summer session.

(g) Pupils identified under Section 3822 participate for a part of the school day in educational activities designed to assist them to overcome as soon as possible their cultural disadvantage and their underachievement and to enable them to achieve in their academic classes at levels commensurate with their individual abilities.

(h) Other services or activities approved 90 days in advance by the Superintendent of Public Instruction.

History: 1. Amendments filed 12-18-69; effective thirieth day thereafter (Register 69, No. 51).

3841. Special Day Class. A "special day class" for mentally gifted minors consists of one or more classes (as defined in Education Code Section 7557) totaling as to any pupil a minimum school day where each of the one or more classes meets the following requirements:

(a) It is composed exclusively of pupils identified as mentally gifted minors pursuant to Section 3821 or 3822.

(b) It is especially designed to meet the specific academic needs of mentally gifted minors for enriched or advanced instruction and is qualitatively different from other classes in the same subjects in the school.

(c) It is taught by a teacher who in the judgment of the administrative head of the school district or the county superintendent has specific preparation, experience, and personal attributes desirable for a teacher of gifted children.

History: 1. New section filed 12-18-69; effective thirtieth day thereafter Register 69, No. 51).

Article 3. Length of Program

3850. Length of Program. A program shall be maintained on a regular basis for at least 17 weeks of a semester or for at least 34 weeks of an annual school term. In a school which is not organized on the semester basis, one half of the days the regular day schools are maintained is deemed the equivalent of a semester.

3851. Summer School Equivalent. A program provided as a part of an approved summer school meeting the time requirements set forth in Section 11474 and which program is conducted for a minimum of an average of three forty minute periods for each day on which the summer school is maintained, is deemed to be the equivalent of a program conducted for a semester. A pupil participating for a minimum of an average of three forty minute periods per day in such a program in an approved summer school for a total of 20 days may be counted as a participating pupil.

History: 1. Amendment filed 12-10-71; effective thirtieth day thereafter (Register 71, No. 51).

CHAPTER 4. APPROVAL OF PROGRAMS

Section
3860. Approval of Programs

Section
3861. Approval of Programs Conducted Before July 1, 1970

3860. Approval of Programs. The prior approval of the Superintendent of Public Instruction of a program (continuing or new) proposed to be conducted on or after July 1, 1970, shall be sought by application filed with the Superintendent of Public Instruction at least 30 days before the opening date of the semester or summer session when the program is to be given.

The application shall be accompanied by a copy of the written plan for the program described in Section 3831(e) and shall explain how the program will be qualitatively different from the regular school program of the district and how it will meet the specific academic needs of the participating mentally gifted minors.

Approval shall be for a period to be determined by the Superintendent of Public Instruction but not to exceed three years. Approval of programs may be renewed upon submission of an application form and the written evaluation of the district's or county's mentally gifted minors' program in accordance with Section 3831(e).

History: 1. New Chapter 4 (Sections 3860 through 3862) filed 6-20-69; effective thirtieth day thereafter (Register 69, No. 25).
2. Amendment of Chapter 4 (Secs. 3860 and 3861) filed 12-18-69; effective thirtieth day thereafter (Register 69, No. 51).
3. Amendment filed 5-18-72; effective thirtieth day thereafter (Register 72, No. 21).

3861. Approval of Programs Conducted Before July 1, 1970. Approval of programs conducted before July 1970 shall be in accordance with regulations in effect on September 1, 1969.

MEMORANDUM RECONCILING STATE LEGISLATION PERTAINING TO PROHIBITION OF SCHOLASTIC APTITUDE TESTING *WITH PROVISIONS OF TITLE 5, SECTION 3821b*

On February 4, 1976 a memorandum was sent from Alexander I. Law, Chief, Office of Program Evaluation and Research, State Department of Education. The memorandum discussed the subject: "Implementation of Legislation Pertaining to Prohibition of Scholastic Aptitude Testing." Page 2 of the memorandum includes the following statement under the heading of "Testing of Mentally Gifted Minors":

> Group scholastic aptitude tests may be administered for determining placement in a special education program for mentally gifted minors in accordance with other statutes (*Education Code* Sections 6421 and 6422) and regulations (*California Administrative Code*, Title 5, Education: Sections 3800, 3820 and 3821). In most cases such tests are used as screening devices to identify pupils for further study and additional testing with individual intelligence tests. Districts which follow the practice of mass screening with group tests will be asked to justify their methods on forms to be supplied by the Gifted and Talented Education Management Team.
>
> In either case, the scores are to be destroyed for all pupils who did *not* qualify for additional study or who were not selected to participate in the program. They are not to be entered in cumulative record folders, even on a temporary basis, nor are they to be shown to students, classroom teachers, or any other school personnel not responsible for the selection of pupils for the program.

SAN DIEGO UNIFIED SCHOOL DISTRICT
ADMINISTRATIVE REGULATIONS and PROCEDURES

NO. 5422
LEVELS: K-12
PAGE: 1 **OF** 6

CLASSIFICATION: INSTRUCTION, SPECIAL PROGRAMS

SUBJECT: STUDENT IDENTIFICATION FOR MENTALLY GIFTED MINORS PROGRAM (LEARNING ASSISTANCE CLASS, TYPE J)

REFERENCE: ED. CODE 6421-6434;
ADMIN. CODE, TITLE 5, 3800-3821

EFFECTIVE: 1-31-62
REVISED: 2-6-76

General
Revision
2-6-76

A. PURPOSE AND SCOPE:

1. To outline the administrative regulations and procedures for identifying students for the Mentally Gifted Minors Program.

2. Programming and evaluating are covered in Procedure No. 5424.

3. Release of pupil information, including limitations, is covered in Procedure No. 2365.

B. GENERAL:

1. Suggestions or questions concerning this procedure should be directed to the originating office (see Section G.).

2. The Type J minor, defined as "mentally gifted minor" under Section 6421, Education Code, is a student enrolled in an elementary or secondary public school who demonstrates general intellectual capacity placing him/her within the top 2 percent of all students having achieved the same school grade level, or who is otherwise identified as having such general intellectual capacity but, for reasons associated with cultural disadvantage, has underachieved scholastically.

3. Identification of Type J minors and their placement in the Mentally Gifted Minors Program are the responsibility of a site screening committee, which shall be established at each elementary and secondary school to examine all pertinent evidence of a student's intellectual and scholastic capacity. This committee shall consist of the principal, a classroom teacher familiar with the pupil's school work, a credentialed school psychologist, and any other person(s) designated by the district employee responsible for making the identification.

4. "Pertinent evidence" of intellectual ability and aptitude that warrants referral of a student to the site screening committee shall consist of one or more of the following:

   a. A score at or above the 98th percentile on a full-scale individual intelligence test (Binet Form LM, IQ 132; WISC-R, IQ 131) administered by a qualified person.

   b. Grades 7-12 only: A score at or above the 98th percentile in each of two approved tests: a standardized test of mental ability; a standardized achievement test of either reading, mathematics, science, or social studies.

B. 4. c. The judgment of teachers, psychologists, administrators, and supervisors who are familiar with the demonstrated ability or potential of the student.

5. Separate criteria identify underachieving mentally gifted minors who are determined to be culturally disadvantaged. (See Section D.3.)

6. Identification takes place at all grade levels. Elementary principals are encouraged to devote one-third of their psychological testing time to the identification of mentally gifted minors.

C. FORMS USED AND AUXILIARY REFERENCES:

1. Request for Psychological Service, Form XGP-2, (Guidance Services).
2. Psychological Report, Form SDCS817 (Guidance Services).
3. Individual Ability Test Report, Form DSS0017 (Guidance Services).
4. Certification for LAC-J (Gifted), (Guidance Services).
5. Separate Criteria for Identification of Culturally Disadvantaged, Underachieving, Mentally Gifted Minor, Form J2 (Gifted Programs).
6. Elementary Pupil Cumulative Record, Stock No. 22-E-4580.
7. Cumulative & Permanent Record Card, Grades 7-12, Stock No. 22-C-8380.
8. Counselor's Record Card, Grades 7-9, Stock No. 22-C-5890.
9. Student Counselor Planning Card, Grades 9-12, Stock No. 22-S-8000.
10. Handbook for Principals and Teachers of Elementary Programs for the Gifted, Stock No. 41-G-3500.
11. Handbook for Principals and Teachers of Secondary Programs for the Gifted, Stock No. 41-G-3510.

D. PROCEDURE:

1. Identification by an Individual Intelligence Test

   a. Teachers use results of group tests, academic performance, and observation of student's behavior as bases for screening a potentially gifted pupil and bringing him/her to the principal's attention.

   b. Principal submits "Request for Psychological Service" to the school psychologist.

   c. Psychologist administers an individual intelligence test. If student tests at or above the 98th percentile (Binet 132; WISC-R 131):

      (1) Notifies principal.
      (2) Enters stanine (9X) on student's cumulative record.
      (3) Enters student's name and demographic and test information on "Individual Ability Test Report," which is submitted monthly to Pupil Accounting and Data Systems via Guidance Services.

   d. Data Systems updates records by posting gifted code and individual ability test information on student data base.

D. 1. e. Site Screening Committee for Gifted

(1) Meets to consider student whose test score qualifies him/her for the Mentally Gifted Minors Program.

(2) Uses student's qualifying score, academic performance, and personality makeup as criteria for placement in the gifted program that will be the most beneficial.

(3) Considers for placement in a seminar class, student who scores three standard deviations above the mean (Binet 148; WISC-R 145). Others may be considered on an individual basis. (See Procedure No. 5424, Sections B.6.b. and B.7.d. and e.)

f. Principal

(1) Is responsible for completing the "Certification for LAC-J (Gifted)" card, including signatures of committee members.

(2) Arranges parent conference and secures parent's written consent for student to participate in the Mentally Gifted Minors Program. (Parent signs on reverse side of certification card.)

(3) Forwards completed card to Student Services Division Records, Room 3135, Education Center.

2. Identification by Group Testing Scores (Grades 7-12 only)

a. Site screening committee meets to consider, for identification and placement, all students who have qualifying group test scores, employing the following criteria:

(1) A score at or above the 98th percentile in each of two tests approved for the purpose by the State Board of Education and administered by a qualified person to the student in grade 7 or above and within twenty-four months of the date of identification. The two tests required are:

(a) A standardized full-scale group test of mental ability.
(b) A standardized test of one of the following:

Reading achievement
Mathematics achievement
Science achievement
Social studies achievement

(2) All pertinent, available evidence such as school grades, outstanding achievements, other test scores, and placements.

b. Psychologist, following committee identification of student by group test scores:

D. 2. b. (1) Enters on student's cumulative record card: "Identified LAC-J, Group Test Scores."

(2) Enters student's name, demographic information, Type J identification, and code for type of identification on "Individual Ability Test Report," which is submitted to Data Systems monthly via Guidance Services Department.

c. Data Systems updates records by posting gifted code and type of identification on student data base.

d. Administrator of site screening committee follows procedure outlined in Section D.1.f.

3. Identification of Culturally Disadvantaged, Underachieving, Mentally Gifted Minors by Separate Criteria

a. Site screening committee meets to identify culturally disadvantaged, underachieving, mentally gifted minor, using the following criteria:

(1) As "culturally disadvantaged," through study of all available and pertinent evidence of a child's language, cultural, economic, or environmental handicaps that have in the past, and may in the future, interfere with his/her success in school, restrict the development of intellectual and creative ability, and prevent full development of his/her potential. The report of the committee shall specify the disadvantages to which the pupil is subject.

(2) As "underachieving scholastically," by comparing the pupil's general intellectual capacity with his/her achievement on the basis of all pertinent evidence related to cultural disadvantage. Consideration shall be given to each of the following:

(a) The concurrence of the committee that the student could achieve at the upper 2 percent level were it not for the cultural disadvantage.

(b) Test scores that reveal discrepancies between general intellectual ability and achievement.

(c) All pertinent school records.

(3) As "mentally gifted," on the basis of the committee's judgment that the student may be expected, within a reasonable time and with appropriate curricular modifications, to perform at a level equivalent to that of a mentally gifted minor identified by a method described in Sections D.1., 2., or 4. This judgment shall be based on one or more of the following:

D. 3. a. (3) (a) Precocious development and maturation in the preschool or primary period, or outstanding scholastic accomplishment at any point in his/her school career.

(b) Unusual resourcefulness in coping with responsibilities, opportunities, deprivations, problems, frustrations, obstacles, lack of structure and direction, or overly structured setting.

(c) Outstanding achievements, skills, or creative products.

(d) Scores at or above the 98th percentile on the nonverbal (performance) scores of individual intelligence tests approved by the Superintendent of Public Instruction.

b. Psychologist, following committee identification of student:

(1) Enters on student's cumulative record card: "Identified LAC-J, Committee."
(2) Follows procedure outlined in Section D.2.b.(2).

c. Data Systems follows procedure outlined in Section D.2.c.

d. Administrator of site screening committee follows procedure outlined in Section D.1.f.

e. Program Administration. The person specified by the district as responsible for district compliance with Administrative Code, Title 5, Section 3822, shall determine that in no case shall the minors identified pursuant to Section D.3. exceed 2 percent of the culturally disadvantaged pupils within the district.

4. Identification by Committee Action

a. Site screening committee meets to study evidence based on judgments of teachers, psychologists, administrators, and supervisors who are familiar with the demonstrated ability or potential of the minor. Considers all pertinent, available evidence such as school grades, outstanding achievements, test scores, and placements available, to assist in determining if the student would profit by the identification.

b. Psychologist follows procedure outlined in Section D.3.b.

c. Data Systems follows procedure outlined in Section D.2.c.

d. Administrator of site screening committee follows procedure outlined in Section D.1.f.

e. Program Administration. The person specified by the district as responsible for district compliance with Administrative Code,

D. 4. e. (continued)
Section 3821, shall determine that in no case shall the mentally gifted minors identified pursuant to Section D.4. exceed 5 percent of the students identified under Sections D.1. and D.2. of this procedure.

E. REPORTS REQUIRED:

1. "Individual Ability Test Report," psychologist to Guidance Services Department monthly.

F. RECORD RETENTION AND DESTRUCTION:

1. Student Services Division Records Room retains "Certification of LAC-J (Gifted)," including parent's written consent for student's participation in Mentally Gifted Minors Program, until student reaches nineteen years of age.

G. ORIGINATING OFFICE: Inschool Counseling/Special Programs Department

H. APPROVED BY:

Assistant Superintendent
Student Services Division

Thomas L. Goodman
Superintendent

SAN DIEGO UNIFIED SCHOOL DISTRICT
ADMINISTRATIVE REGULATIONS and PROCEDURES

NO. 5424
LEVELS: K-12
CLASSIFICATION: INSTRUCTION, SPECIAL PROGRAMS
PAGE: 1 **OF** 8
SUBJECT: STANDARDS FOR PROGRAMMING AND EVALUATING MENTALLY GIFTED MINORS PROGRAM (LEARNING ASSISTANCE CLASS, TYPE J)
EFFECTIVE: 1-29-62
REVISED: 3-15-76
REFERENCE: ED. CODE 6421-6434; ADMIN. CODE, TITLE 5, SEC. 3830-3861

General
Revision
3-15-76

A. PURPOSE AND SCOPE:

1. To outline the administrative regulations, procedures, and standards for programming and evaluating students for the Mentally Gifted Minors Program (Type J).

2. Release of pupil information, including limitations, is covered in Procedure No. 2365.

B. GENERAL:

1. Suggestions or questions concerning this procedure should be directed to the originating office (see Section G.).

2. Mentally gifted minors programs in elementary and secondary schools shall operate within state requirements (see Procedure No. 5422), and within the program definition and minimum standards delineated in Sections B.3. through B.5. Identification may occur at any grade level. The instructional program may begin with kindergarten.

3. Definitions

   a. Mentally gifted minors: Students identified by a site screening committee as meeting the criteria for Type J learning assistance classes. The state defines a mentally gifted minor as a student who demonstrates general intellectual capacity that places him/her within the top 2 percent of all students in his/her school grade, or who is otherwise identified as having such general intellectual capacity but, for reasons associated with cultural disadvantages, has underachieved scholastically.

   b. Program: A special day class or special services or activities provided for participating pupils for 200 minutes per week for at least 17 weeks of a semester, or for 60 hours per semester during eight or more weeks, or for 120 minutes per day for 20 days during a summer session.

4. Types of Programs

   a. Students remain in their regular classes but use advanced materials or receive special help from persons other than the regular teacher.

   b. Students are provided with additional instruction, either by special tutoring or through correspondence courses supervised by a certificated person at the school.

B. 4. c. Students are placed in grades or classes more advanced than those of their chronological age group, and receive special instruction outside the regular classroom to assist in handling advanced work.

d. High school students who, for part of the school day, attend classes conducted by a college or community college, or participate in College Entrance Examination Board advanced placement programs. The high school provides books, supplies, and transportation when needed.

e. Students participate regularly, on a planned basis, in a special counseling or instructional activity, or seminars conducted during or outside the regular school day, which afford educational activities not provided in the regular classroom.

f. Students identified as culturally disadvantaged, underachieving, mentally gifted minors participate for part of the school day in educational activities designed to help them overcome their cultural disadvantage, and enable them to achieve at levels commensurate with their individual abilities.

g. Special classes or seminars are organized to provide advanced or enriched subject matter for a part of the school day during the regular school year or during a summer session.

h. Students spend a minimum day in classes composed exclusively of mentally gifted minors. Enriched or advanced instruction must be qualitatively different from other classes in the same subjects, and the teacher must, in the judgment of the administrative head of the district, have specific preparation, experience, and personal attributes desirable for teaching gifted minors.

5. Minimum Standards

a. Participants shall be identified in accordance with Procedure No. 5422, and shall be assigned to a program suited to their abilities and needs as determined by the site screening committee.

b. A developmental case study shall be maintained for all students participating in the program.

c. Written consent of a parent, guardian, or other person having custody and control of the student shall be on file with the district prior to the student's participation.

d. The program shall be qualitatively different from other school programs because it meets the specific academic needs and requirements of mentally gifted pupils.

e. A district written plan describing the qualitatively different curriculum shall be available for public inspection, and shall include:

(1) Purposes of program, including general and specific goals that pupils are expected to achieve.

B. 5. e. (2) If program includes special services or activities (B.4.a.-g.), plan shall describe services and activities for each participating pupil for an amount of time each week that will average one class period (at least forty minutes) per day.

(3) If program is for "special day class" (B.4.h.), plan shall describe curriculum content and pupils' opportunities to participate with other pupils in supervised curricular or extracurricular activities outside the minimum school day.

(4) Special facilities and materials.

(5) Evaluation methods for program components, which shall include annual review of pupil progress and program administration.

(6) Procedures for administrative modification of program components.

f. School day for program participants shall be at least as long as that for other pupils of same chronological age or grade.

6. Elementary Programs

a. Cluster Classes. Forty-four elementary schools are designated by the Board of Education as centers where LAC-J pupils are clustered to facilitate the enrichment program. Mentally gifted minors from the "center" school and from feeder schools in the area are placed in groups with nongifted pupils of the same grade level. District guidelines recommend that at least half the pupils in a cluster class be identified LAC-J and that the nongifted in the class be in the top 5 percent of the school population or high achievers. The minimum number of gifted pupils at a center shall total either 44 overall in a grade-level cluster program, or 22 overall in a multigrade program. Parents shall be responsible for transportation to the "center" school.

b. Seminar Classes. Highly gifted pupils (Binet IQ 148, WISC-R 145, or site identified) attend seminar classes for the school day at one of seven elementary regional centers. Maximum enrollment shall be 18 pupils per seminar class, and each class shall contain only pupils identified as highly gifted. Classes are multilevel. Parents shall be responsible for transportation to the "center" school.

c. Mentally Gifted Adjustment, LAC, Type H. Mentally gifted minors with learning problems of a social or emotional nature that affect their overall functioning may be assigned to LAC-H, Gifted, classes at an elementary school outside their regular attendance area. Referral is made to the supervisor, Central School Guidance Clinic, for central admissions and discharge committee consideration. Classes are multilevel; class size shall be limited to 12. Pupils enrolled in these classes remain in them only until they are able to return to a cluster or seminar class and function successfully. Parents shall be responsible for transportation to the "center" school.

B. 7. Secondary Programs

a. Cluster Classes (Grades 7-12, all schools). Mentally gifted minors are grouped at their school of residence in classes designated by the principal for LAC-J students. Classes may be in any subject area. District guidelines recommend a limit of 32 students per class, at least half of whom are identified LAC-J.

b. Self-Initiated Studies (Grades 7-12, all schools). The school provides a learning center directed by a coordinator. Qualified students may be released from the traditional class structure to pursue an area of special interest. Credit (or partial credit) may be earned through fulfilling a contract cooperatively designed by student and coordinator.

c. Intergrade Counseling (Grades 7-12, all schools). Counseling may be considered a mentally gifted minors program when it provides services to qualified students over and above the regular personnel formula.

d. Seminar Classes (Grades 7-9). Seminar classes at seven junior high schools designated by the Board of Education as regional centers draw highly gifted students (Binet IQ 148, WISC-R 145, or committee identified) from a wide attendance area. Students may be placed in small self-contained classes in subject areas designated by the principal. Seminar enrollment shall be limited to 18 students per class. Parents shall be responsible for transportation.

e. Seminar Classes (Grades 10-12). Highly gifted students (Binet IQ 148, WISC-R 145, or committee identified) attend seminars at five high school regional centers designated by the Board of Education. Credit in many subjects may be earned outside the regular classroom, but under the supervision of teachers assigned to the seminar program. Enrollment shall be limited to 40 students, grades 10-12. Parents shall be responsible for the student's transportation.

8. Gifted Student Reports, Data Systems printouts of identified mentally gifted minors, are delivered in October and February to all schools maintaining mentally gifted minors programs. Rosters list students' names by school of attendance together with demographic information, IQ (if tested), and other identification information. Rosters received at schools are:

a. Elementary cluster centers: Identified gifted at site and at feeder schools.
b. Elementary seminar center: Identified "highly gifted" at site and at feeder schools.
c. All junior high schools: Identified gifted at site and at elementary feeder schools.
d. Junior high seminar centers: Identified "highly gifted" at site and at feeder elementary schools.
e. All senior high schools: Identified gifted at site and at feeder junior high schools.

B. 8. f. Senior high seminar centers: Identified "highly gifted" at site and at feeder junior high schools.

C. FORMS USED AND AUXILIARY REFERENCES:

1. Certification for LAC-J (Gifted), (Guidance Services).
2. Parent's Request for Intradistrict Special Attendance Permit, Stock No. 22-P-0280.
3. Programs for the Academically Talented in the Elementary Grades of the San Diego City Schools, Stock No. 41-A-0443.
4. Programs for the Gifted in San Diego City Elementary Schools, Publication No. 1-D-72-1, (Gifted Programs).
5. Programs for the Gifted - Site Management, Stock No. 41-G-4600.
6. Handbook for Principals and Teachers of Elementary Programs for the Gifted, Stock No. 41-G-3500.
7. Handbook for Principals and Teachers of Secondary Programs for the Gifted, Stock No. 41-G-3510.

D. PROCEDURES:

1. Post-Identification Procedures (School of Residence)

   a. Immediately following identification of student as LAC-J (Procedure No. 5422) and decision by the site screening committee for placement in the mentally gifted minors program best suited to the student's needs, principal at school of residence shall contact parents and schedule a conference.

      (1) School psychologist, district counselor, classroom teacher, resource teacher for gifted programs, or any other district employee having pertinent information about testing, student, or program may be invited by the principal to attend.
      (2) When, in the principal's judgment, the parent conference would be detrimental to the student's welfare, it may be withheld.
      (3) When parent conference is withheld, principal shall notify supervisor, gifted programs.
      (4) Supervisor, gifted programs, will assume that conferences with parents will be completed within one month following date of identification unless otherwise notified.

   b. Subject to provision of Section D.1.a.(2), principal shall hold a parent conference. (Suggestions for conducting a notification conference are available from the office of supervisor, gifted programs.) Conference shall overview:

      (1) Identification procedure and interpretation of test results (if test identified).
      (2) Committee decision regarding placement in program.
      (3) Benefits of program to participating student.
      (4) Progression of program through grades K-12.
      (5) Opportunity to enroll student in center contingent on availability of space.
      (6) Parent's responsibility for pupil's transportation to center.

D. 1. c. Principal or designee shall secure parent's signature on "Certification of LAC-J (Gifted)" card. Signature constitutes parent's written consent for student's participation.

d. Principal or designee shall follow procedure for enrolling student in a mentally gifted minors program.

(1) Center school principal shall contact cluster or seminar teacher at site to ensure that space is available for student.
(2) Feeder school principal shall contact center school principal to check on availability of space. If space is available, sending principal shall initiate "Parent's Request for Intradistrict Special Attendance Permit," in accordance with Procedure No. 2092, Section D.1.

2. Site Maintenance of Mentally Gifted Minors Program

a. Gifted Students Report (See Section B.8.)

(1) Gifted students reports sent to schools maintaining programs shall be checked for errors and/or omissions, and elementary or secondary student data forms shall be sent to Pupil Accounting and Data Systems to correct: spelling of student's name; sex; grade; ethnic code; school of residence (if different, note on form and circle); parent/guardian relationship; address, including zip code; phone number.

(2) Notification shall be made of LAC-J students at site (unless recently identified) who are not listed on school's report. School enrollment records for entering or transferring gifted students shall be kept up to date by submitting appropriate student data forms and transfer records.

(a) Submit name and information on elementary or secondary student data form.
(b) Notify Psychology Section (Room 3115, Education Center); include nine-digit ID number and school.

(3) Gifted student enrollment records shall be kept up to date by noting interim changes on appropriate student data form.

(4) In the spring semester, a designated person at each elementary, junior high, or senior high school seminar center shall secure the names of all "highly gifted" students entering from feeder schools in September. Supervisor, gifted programs, will make gifted students reports from feeder schools available for this purpose. Screening procedure, invitation for placement, special attendance permits, and program placement in the seminar classes and screened student waiting lists are the responsibility of the regional seminar school site principal.

b. Principals or Designees

(1) Direct program in their own schools, and may enlist help of psychologists, district counselors, gifted programs supervisor

D. 2. b. (1) (continued)
and resource teachers, and other supervisors and specialists. Principals are encouraged to experiment with the program within their own buildings and to report evaluation results to the supervisor, gifted programs.

(2) May appoint a staff member to coordinate site programs and oversee program record keeping.

(3) Appoint a site committee to plan the site gifted program(s) within the provisions of state law and this procedure. Committee may include LAC-J teachers, counselors, administrators, and parent and/or student advisers.

(4) Evaluate the program in their center schools, assisted by gifted programs supervisor and resource teachers, curriculum specialists, and elementary or secondary schools divisions.

(5) Direct teachers of gifted and/or intergrade counselor to prepare the required evaluation of each participating student for review by site screening committee:

(a) When student moves from the class, school, or district.
(b) When placement should be re-evaluated.
(c) For appropriate assignment for the following year.

(6) Refer problems of mentally gifted minors to district counselor.

(a) When intensive diagnostic and remedial work is indicated, referral is made to Central School Guidance Clinic by the principal via the district counselor.
(b) Special classes are maintained for elementary students whose social and/or emotional problems interfere with academic progress (see B.6.c. and Procedure No. 5401).

(7) (Secondary) May make curricular adaptations to meet gifted students' special needs when action such as passing courses by examination is judged to be in the best interest of student.

3. Written Plan

a. Each school assigned and funded for a gifted minors program shall develop a written plan within the framework of the district's written plan as approved by the California State Department of Education. The plan shall include:

(1) Program model(s); number of students in program; names of teachers assigned to program(s).
(2) Program objectives.
(3) Description of qualitatively different activities planned for at least 200 minutes per week. Characteristics of a qualitatively different program consist of differentiated curriculum, instructional strategies that accommodate the learning styles of the gifted, and appropriate special grouping arrangements.

D. 3. a. (4) Involvement of staff, parents, and students in development of the plan.
(5) Budget. All budget items, including capital outlay, must relate to the program objectives.
(6) Evaluation plan.

b. Each written plan will be reviewed by a central committee consisting of representatives from programs, student services, and operating divisions. Upon approval of a school's plan, funds will be distributed on a pro rata, per-pupil basis according to the number of students identified and participating in the planned program for 200 minutes per week.

E. REPORTS REQUIRED:

1. Director, Guidance Services, to Director, Inschool Counseling/Special Programs: Statistical report on number of LAC-J students newly identified at each grade level, monthly.
2. Gifted Programs office to each school center for mentally gifted minors programs: Gifted Student Reports, Data Systems printouts of all LAC-J and highly gifted students at site, October and February.
3. Principals, gifted programs centers, to Pupil Accounting and Data Systems: Corrections to Gifted Student Reports on appropriate student data forms.
4. Principals, gifted programs centers, to Gifted Programs office (retains copy on file at site for public inspection): Written plan for coming year's site gifted programs, April.

F. RECORD RETENTION AND DESTRUCTION:

1. Gifted Programs office retains copy of each center's written plan during year of program operation. A copy is also retained at the school for public inspection.
2. Principals, gifted programs centers, retain, for public inspection, two copies of evaluation of site gifted program for current school year.
3. Principals, gifted program centers, retain at site annual review statement of pupil progress for each enrolled mentally gifted minor participating in a program for the gifted.
4. Student Services Division Records Room retains "Certification of LAC-J (Gifted)," including parent's signed consent for student to participate in program, until student reaches nineteen years of age.

G. ORIGINATING OFFICE: Inschool Counseling/Special Programs Department

H. APPROVED BY:

Scott F. Gray
Assistant Superintendent
Student Services Division

Superintendent

IDENTIFICATION AND PLACEMENT

See also

District Procedures Nos. 5422, 5424

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DEVELOPMENTAL CASE STUDY

The Gifted and Talented Education Management Team of the California State Department of Education is charged with:

-Establishing guidelines for school districts implementing gifted programs in order to qualify for State MGM funding.

-Auditing gifted programs in funded districts

The Management Team's handbook specifies minimum requirements necessary for a district to carry out the intent of Title 5, California Administrative Code (C.A.C.), Sections 3820, 3821 and 3822. Among these requirements is a Developmental Case Study file which should include, but not be limited to, the four data gathering forms described below.

1. Screening and Nominating Form. The form should include (but is not limited to):

   a. Background information (name, age, etc) including language spoken.

   b. Test data including achievement and other group tests scores. (See C.A.C., Section 3821 (b).)

   c. Classroom performance. Teacher evaluation should indicate, "What is unique about this student?"

   d. Characteristics of giftedness evidenced by the pupil.

   e. Other data which may affect the student's performance.

   f. Written consent of the parent or guardian authorizing the district to proceed with steps in the identification process, including testing and preparation of a developmental case study.

> *The screening and nominating form on page VIII-31 was developed by a Committee for the Gifted Task Force and is presently in use in schools which identify MGM children under provisions of Title 5, Section 3822.*
>
> *The parental permission letter reproduced on page VIII-32 was also developed by the Task Force and may be adapted for use at all sites.*

(Data gathered and organized in the case study should contribute not only to identification and placement decisions, but also to specific instructional needs.)

2. Psychologist's Evaluation and Summary. This must include (but is not limited to) statements pertaining to:

   a. The student's behavior (such as quality and ease of verbalization, attention span and concentration skills, problem solving abilities).

b. Strengths, weaknesses, and interests as evidenced through observation.

c. Strengths, weaknesses, and interests as evidenced by achievement levels and other test data.

d. The validity of test scores.

e. Recommendations to the Identification and Placement Committee. The Evaluation and Summary should contain prescriptions for meeting specific instructional and counseling needs of the student.

> *The Psychologist's Evaluation and Summary Form reproduced on page VIII-33 was developed by a Committee for the Gifted Task Force for use by psychologists participating in identification and placement procedures under Title 5, Section 3822.*
>
> *Psychologists identifying children pursuant to Section 3821 use the Guidance Services Department Psychologist's Report, pages VIII-34 and VIII-35.*

The committee (made up of the principal, a teacher familiar with the student, and a school psychologist) is responsible for preparing for each pupil a developmental case study to be used as part of the identification and placement process. The committee not only has the responsibility for determining the elegibility of the pupil but also for recommending placement in the program option(s) most suitable for meeting the unique needs of the pupil.

3. Findings of the Evaluation and Placement Committee. These must include (but are not limited to):

   a. Screening and nominating forms (See item 1.)

   b. Psychologist's evaluation and summary. (See item 2.)

   c. Evidence of the method used to identify a pupil as mentally gifted under C.A.C., Section 3821.

      (1) On the basis of all pertinent evidence, including an individual intelligence test.

      (2) On the basis of all pertinent evidence, including group intelligence and group achievement tests for pupils in Grades 7-12.

      (3) On the basis of professional judgment; teacher, principal, and psychologist all concurring.

> *A Certification of LAC-J (Gifted) card is completed and signed by the site committee and retained by the principal until a parent conference is held (see 4). A sample card is reproduced on page VIII-36.*

15

d. Evidence of the method used to identify a pupil as mentally gifted under C.A.C., Section 3822. The pertinent evidence under this section must include a description of factors interfering with success in school.

(1) Environmental	(3) Cultural
(2) Language	(4) Economic

There must also be evidence of scholastic underachievement and of mental giftedness.

e. Approval or disapproval for program participation.

f. A description of the types of instructional and counseling provisions suited to the student's needs.

g. A description of the types of instructional and counseling provisions suited to the student's abilities and special interests.

h. A statement certifying the completion of other forms necessary for participation in the MGM program (such as parent permission, etc.).

The Committee Recommendations Report reproduced on page VIII-37 is used to fulfill this requirement at sites identifying MGM pupils under Section 3822.

4. Signed and Dated Parental Consent Form. The form should show that:

a. All pertinent evidence (including the psychologist's evaluation and summary) was shared with parents or guardians.

b. The school district's or county's MGM program (including available options) was explained.

c. The student is given permission to participate in the MGM program.

Identification under Section 3821 - Parent signs back of Certification for LAC-J (Gifted) card at the time of a parent-principal conference. The card is returned to the Guidance Department Record Room 3135, Education Center.

Identification under Section 3822 - The letter reproduced on page VIII-38 was developed by the Committee for the Gifted Task Force and is suggested for use by schools identifying pupils Under this section.

5. Annual Review Statement of Pupil Progress. This must include (but is not limited to):

a. A statement by someone who works directly with the pupil in an instructional or counseling mode as to whether or not the pupil's learning objectives were met. If the objective were not met, (a) explain why not; (b) prescribe specific means of improvement. This person should be responsible for planning program adjustments for meeting the pupil's unique future needs and requirements.

b. The date, signature, and title of the person who reviewed the pupil's progress in the MGM program options.

The Annual Review Statement of Pupil Progress form reproduced on page VIII-39 is part of an identification and placement package developed for use in schools identifying gifted and talented children through committee action. A similar form may be used at other sites to comply with the above requirements.

San Diego City Schools
Gifted Program

SCREENING AND NOMINATING FORM

A. **DEMOGRAPHIC INFORMATION** Date ______________

Name ________________________ Sex _____ School ______________

Birthdate ___________ Grade _____ Languages spoken ______________

B. **CLASSROOM PERFORMANCE:** Teacher Evaluation (________________________)
Name of teacher

____

____

____

C. **ALTERNATE INDICATORS OF GIFTEDNESS** (Please check only those that apply.)

____ Ability to solve problems
____ Knowledge of subject matter
____ Sees whole and part relationships
____ Research skills
____ Ability to work independently
____ Critical thinking
____ Basic skill knowledge
____ Experimentation with new ideas
____ Memory skills
____ Increased vocabulary and verbal fluency
____ Wide range of interests
____ Originality of thinking
____ Acceptance of leadership roles

____ Reads extensively
____ Interest in school
____ Interaction with peers
____ Rapport with teachers
____ Motivation to learn
____ Intellectual curiosity
____ Acceptance of responsibility
____ Improvement of self-image
____ Future goal motivation
____ Mature sense of humor (puns, associations, etc.)
____ Self-understanding

D. **OTHER DATA** which may affect a child's performance (factors such as health, family, social and economic status, previous programs, schools attended, accelerations)

____

____

E. **WRITTEN PARENT CONSENT OBTAINED** to proceed with testing and developmental case study.

__________ Yes __________ No ______________ Date

SAN DIEGO CITY SCHOOLS

(SUGGESTED FORM)

EDUCATION CENTER
4100 Normal St, San Diego, Ca 92103
(714) 298-4681

PARENT PERMISSION LETTER

(This form is to be written in the language used in the home.)

Dear Parent (or Guardian):

Your child's teacher feels your child has potential which may qualify her/him as a candidate for the program for the gifted and talented.

Part of the screening process requires that an evaluation by a district psychologist be made.

If you are interested in having your child considered for the program, please check the appropriate space below.

If you have any questions about the program, please contact the principal of your child's school. Please return this letter in the enclosed envelope at your earliest convenience.

Thank you,

______________________________ School

- -

________ I consent to evaluation for my child and would be interested in having her/him considered for placement in the program for gifted and talented minors if she/he is found to be eligible.

________ I do not wish to have my child considered for placement in the program for gifted and talented.

____
(Child's name)

____
(Signature of parent or guardian)

____
(Date)

San Diego City Schools
Gifted Program

PSYCHOLOGIST'S EVALUATION AND SUMMARY

Name ______________________________ Sex ____ School ____________

Birthdate ________________ Grade ____ Language spoken ____________

COMMENT AS TO THE VALIDITY OF THE SCORE(S). WAS THIS AN ACCURATE ASSESSMENT?

____

1. Description of the child's behavior (such as quality and ease of verbalization, attention span and concentration skills, problem-solving abilities, and how the child met frustration):

____

____

2. Description of strengths, weaknesses and interests as evidenced by tests and observations:

____

____

3. Description of strengths, weaknesses and interests as evidenced by achievement levels and tests from CUM folder or further individual testing (such as WRAT, etc.):

____

____

4. Test(s) ________________ Score(s) ____________ Date(s) ________

________________ ____________ ________

5. Recommendation to the Identification and Placement Committee (Is this child "gifted" and should he/she participate in the MGM Program?):

____

6. Date of parent conference ________________

______________________________ (Psychologist's signature)

________________ (Date)

SAN DIEGO CITY SCHOOLS
GUIDANCE SERVICES DEPARTMENT
PSYCHOLOGIST'S REPORT

Name: **Date of Birth:** **Sequence No.:**

Parents' Names: **Date Contacted:** **Grade:**

Examiner: **School:** **C.A.:**

Reasons for Referral:

Observations of Student:

Tests Administered:

Binet L-M, C.A.______ M.A.______ I.Q.______ Stanine______ %ile______

Wechsler, Form______ C.A.______ Verbal I.Q.______ Perf. I.Q.______ Full I.Q.______

WRAT in Grade______ Reading______ Spelling______ Arithmetic______

Other Tests:______

Previous Testing:

General Interpretation Including Recommendation for Placement and Prognosis:

Please Route To: Teacher______ Nurse______ D.C______ Counselor______ Other______

Name:

Known Developmental Factors Which May Affect Learning or Behavior:

Diagnostic Statement of Specific Learning and/or Behavior Disorders:
(Required for E.H. and E.M.R. placements. Complete for gifted only if indicated.)

Specific Recommendations for Classroom Management and Instructional Methods:

CERTIFICATION FOR LAC-J (GIFTED)

Name ______________________________ **B.D.** ____________________

School ______________________________

How Identified:			**Signatures of Committee Members**
3821a	**Individual IQ Test**	☐	**Psychologist** ____________________
3821c	**Committee Action**	☐	**Teacher** ____________________
3822	**Committee Action**	☐	**Administrator** ____________________
			Date ____________________

Placement recommended: **Cluster** ☐ **Seminar** ☐

Not recommended for placement at this time ☐

Reason:

(over)

I have attended a school conference at which the following items were explained:

1. My son/daughter ______________________________ has been identified as a mentally gifted minor.
2. The evidence which led to the identification.
3. The San Diego City Schools' program for mentally gifted minors.

I hereby give permission for my son/daughter to participate in the gifted program when placement is available.

______________________________ ____________________
Signature of parent or guardian Date

Forward to Record Room 3135, Guidance Services Department

San Diego City Schools
Gifted Program

(SUGGESTED FORM)

COMMITTEE RECOMMENDATIONS REPORT*

Date: ______________

Pupil: ____ Birthdate: ______________
(Last name, first name)
Print or type

After a review of available evidence as to this student's general intellectual and scholastic capacity required by Section 3821 or 3822 of Title 5, California Administrative Code, the committee findings are:

ELIGIBILITY: ____

____

____

RECOMMENDATIONS: ____

____

____

____

COMMENTS: ____

____

____

____

SIGNATURES OF COMMITTEE MEMBERS:

____
(Teacher)

____
(Psychologist)

____
(Principal)

____
(School)

---

*Rowland Unified School District form.

SAN DIEGO CITY SCHOOLS

(SUGGESTED FORM)

EDUCATION CENTER
4100 Normal St, San Diego, CA 92103
298-4681

PARENT NOTIFICATION LETTER

(This form is to be written in the language used in the home.)

Dear Parent (or Guardian):

School districts of California are authorized to provide special educational opportunities to pupils who, after consideration of all pertinent data, evidence exceptional intellectual and scholastic capacity.

Your child, ______________________________, has qualified as a candidate for the gifted and talented program.

The purpose of our program is to provide challenging and rewarding activities more consistent with your child's capabilities.

I would like to meet with you to discuss your child's eligibility for the program. If you wish to discuss the psychologist's evaluation at this time, we will schedule a joint meeting with the school psychologist. Please indicate your preference when you call for an appointment.

The consent of the parent(s) or guardian(s) is a prerequisite to participation in the program. Will you, therefore, return the consent form to me at the time of the conference?

Cordially,

____
Principal

____
School

Please arrange for appointment before

____
(Date)

- -

I (we) understand that my (our) child has qualified as a candidate for the gifted and talented program. The psychologist's evaluation and the district's program options have been shared with me. I (we) give my (our) consent for ______________________ (child's name) to participate in the program.

________________________________ ________________
(Signature of parent[s] or guardian[s]) (Date)

San Diego City Schools
Gifted Program

SCHOOL: ____________________________

ANNUAL REVIEW STATEMENT OF PUPIL PROGRESS

Pupil's name __________________________ Date entered program _______ Grade _____

Birthdate _______________________ Sex _________

Current year ____________________

1. Pupil learner objectives were met: Yes ______ No ______

   a. How have the specific instructional and counseling provisions recommended by the Identification and Placement Committee resulted in significant pupil progress or improvement?

   ____

   ____

   ____

   ____

   b. Suggestions for improvement:

   ____

   ____

   ____

   ____

2. The following adjustments are needed to meet the student's future educational needs:

   ____

   ____

   ____

_______________________________________ ____________________
(Signature of teacher or counselor) (Date)

____
(Signature of parent[s] or guardian[s] reviewing pupil progress*)

---

*Optional; however the Gifted and Talented Education Management Team of the State Department of Education suggests that pupil progress information be shared with the parent(s) or guardian(s).

PLANNING "QUALITATIVELY DIFFERENT" CURRICULUM

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QUALITATIVELY DIFFERENT ACTIVITIES

Each operational definition of "qualitatively different" is followed by examples of qualitatively different activities and their concomitant objective.

1. Materials are used which are designed specifically for, or are appropriate exclusively for, the gifted.

Objective: By the end of the school year, 75% of the gifted students in Advanced American Literature will demonstrate knowledge in humanities topics through film viewing as evidenced by an 80% master level of the topics studied as measured by a teacher-made criterion referenced test.

Activities: Students will--

a. View and discuss the Encyclopedia Brittanica Humanities Program film series.

b. View and discuss the Center for the Humanities series.

c. Write weekly themes, creative writing, and/or poetry.

d. Evaluate the worth and strength of the thematic elements presented.

2. Community resources and consultants are used in enrichment activities not regularly a part of the regular district program.

Objective: By the end of the school year, 100% of the gifted students in the ninth grade seminar class will correspond with a mentor "expert" and demonstrate knowledge in a self-selected content area as measured by a 90% mastery level of the topic on an essay examination covering questions the student had identified as wanting to answer prior to studying in the selected area.

Activities: Students will--

a. Learn procedures and expectations for their independent study projects.

b. Confer on a weekly basis with a mentor or expert assigned to them for one semester.

c. Articulate the questions they want to answer as a result of their studies.

d. Design and produce products that can be used to express learnings.

3. The activity is not a part of the regular advanced curriculum prescribed for that grade level.

Objective: By the end of the school year, 85% of the gifted students in grades 7-8 social studies class will be able to critically analyze the relationship between "values" and "economic systems" as evidenced by 100% successful completion of student projects evaluated by student/teacher criteria.

Activities: Students will--

a. Study economics by reading *Economics* and *Mouse on Wall Street*.

b. Interview a business person and host a guest speaker.

c. Construct a model of an economic system based on resources and values.

d. Analyze the financial section of the newspaper.

4. The activity involves specialized treatment of materials in an intensive or in-depth manner.

Objective: By the end of the semester, 75% of the gifted students in grades 7-8 science class will score at least one year above grade level in intellectual skills and problem-solving strategies in the study of aquatic environments as measured by the CTBS pre- and post-test in science skills.

Activities: Students will--

a. Conduct field studies of water environments.

b. Conduct laboratory investigations.

c. Design and carry out individual research projects.

d. Prepare computer programs for processing of data.

e. Prepare and present critiques of research and readings.

5. The activity requires independent study research outside of the scheduled class requirements.

Objective: By the end of the semester, 100% of the gifted students in Advanced Biology 1,2 will be able to classify the various endemic species of plants as measured by a score of at least 70% on a teacher-made criterion referenced test.

Activities: Students will--

a. Prepare research papers on topics involving independent study research, including field work and scientific observation.

b. Explore botanical topics of their choice guided by a definite procedure involving history, medical use, and cultivation of said plant.

c. View film loops on botanical topics.

6. The activity is accelerated or self-pacing.

Objective: By the end of the school year, 100% of the gifted students in grade 11 math class will have completed an accelerated one-year high school curriculum and will be able to solve problems in trigonometry, college algebra, and analytic geometry as evidenced by achieving the 70th percentile on a standard criterion referenced test.

Activities: Students will--

a. Prepare papers summarizing their independent study.

b. Participate in local and regional mathematics team contests.

c. Complete topics of trigonometry, sequences, series, limits, matrices, vectors, lines, transformation and introductions to calculus.

7. The activity involves unusual use of materials and equipment.

Objective: By the end of the school year, 80% of the grades 7-8-9 seminar students will demonstrate mastery of electronic concepts as evidenced by the successful completion of two self-selected electronic projects which will be evaluated by the students using special electronic testing equipment.

Activities: Students will--

a. Experiment with electronic equipment.
b. Build electronic devices.
c. Test their projects using electronic equipment.

8. The activity is a pull-out enrichment program designed for gifted students.

Objective: By the end of the school year, 80% of the grades 10-12 gifted students in independent study will have participated in a minimum of ten field trips and will be able to analyze in written and oral form the relationship between the field trip and class study as measured by teacher observation of student-led seminar topics and student self-evaluation.

Activities: Students will--

a. Visit conferences, museums, theaters, government sessions, etc.

b. Lead at least two periods of discussion on the seminar topic, discussions to include field trip observations.

9. The activity can be related to the Structure of Intellect model.

Objective: By the end of the school year, 100% of the grade 5 gifted students will develop their critical thinking skills by successfully analyzing, summarizing and evaluating relevant resource materials applied to a current problem of study as measured by criteria previously determined in teacher/student conference.

Activities: Students will--

a. Select a current problem such as energy conservation.

b. Retrieve from at least four sources a minimum of three alternative solutions, and summarize this material.

c. Generate at least two original solutions.

d. Present the above information to the class in any manner, utilizing at least two modalities.

Objective: By the end of their visitations to the SOI Center, 90% of the grade 6 gifted students will demonstrate mastery in recognizing and utilizing at least four divergent thinking processes used or needed in a given set of problems as measured by a score of at least 85% on a criterion referenced test.

Activities: Students will--

a. Visit SOI Center once a week and participate in activities designed to improve divergent thinking (combine, redesign, compare and substitute).

b. Select topics from a variety of choices for independent study.

c. Combine features of four architectural structures to produce a new design.

STRUCTURE OF THE INTELLECT (S.O.I.) MODEL

Structure of the Intellect, also called S.O.I., is a program which identifies intellectual strengths and weaknesses in students and offers the opportunity to teach intellegence based on the prescriptive needs of individual students. S.O.I. is based on J. P. Guilford's model of intelligence (S.I.) which divides intellectual abilities into three major dimensions: operations, contents and products. These dimensions are further broken into subcategories. Based on Guilford's theory and the premise that if intelligence can be tested, it can be taught, Dr. Mary Meeker has developed an assessment instrument and curriculum for the factors comprising S.O.I.

The instrument, the S.O.I. Abilities Test, assesses the intellectual abilities of the student. This information is then used to make an individual profile and prescription for the student. The profile illustrates the student's strengths and weaknesses in intellectual abilities, and the prescription states a plan to follow for remediation. Remediation is planned and prescribed by pairing a weakness with an area of strength. Curriculum coded for the different factors is recommended.

The *Guide for Teaching Structure of the Intellect in the Gifted Classroom* will be available fall 1977. In addition, teachers interested in S.O.I. can contact the Gifted Programs resource staff, phone 293-8144 to arrange visits to elementary classrooms where the S.O.I. model is being demonstrated.

Because S.O.I. is considered a qualitatively different individualized approach to learning, all S.O.I. activities are allowable under the gifted programs. Teachers of the gifted may base their entire written plan on the use of the S.O.I. model. A sample price list and order form for S.O.I materials which may be purchased with gifted funds is reprinted on pages VIII-49 and VIII-50.

The following are examples of a goal and objectives which could be used in conjunction with a written plan on S.O.I.:

Goal:

To provide analytical curricular experiences based on the Structure of the Intellect Model (J. P. Guilford, 1966) which will reduce the gap between the student's potential and achievement.

Objectives:

By the end of the school year, _____% of the grade _____ gifted students will demonstrate mastery in recognizing and utilizing at least four *divergent* thinking processes used or needed in a given set of problems as measured by a score of at least _____ on a criterion reference test.

By the end of the school year, _____ of the grade _____ gifted students will develop their critical thinking skills by successfully analyzing, summarizing and evaluating relevant resource material applied to a current problem of study as measured by previously determined criteria in teacher/student conference.

By the end of the school year, _____ of the grade _____ gifted students will be able to apply *convergent production* (all levels) as measured by a pre- and post-test gain of _____ points above the mean on the Structure of the Intellect learning abilities test.

By the end of the school year, _____ of the grade _____ gifted students will be able to use the figural, semantic and symbolic modes of *content* in demonstrating mastery of the five operations as measured by a pre- and post-test gain of _____ points on the Structure of the Intellect learning abilities test.

By the end of the school year, _____ of the grade _____ gifted students will demonstrate mastery of *convergent production* by gathering data and preparing a research project on a self-selected unit of study as measured by previously determined criteria in teacher/student conference.

By the end of the school year, _____ of the grade _____ gifted students will demonstrate mastery of *evaluation production* by comparing and analyzing the facts and reports connected with a self-selected unit of study as measured by previously determined criteria in teacher/student conference.

S.O.I. INSTITUTE
a non-profit corporation
214 MAIN STREET
EL SEGUNDO, CA. 90245

(213) 322-5995

PRICE LIST AND ORDER FORM

(prices effective through December 1976)

REFERENCE MATERIALS AND INSERVICE TRAINING MATERIALS

	Price ▼	Number ▼	Total ▼
Beginner's Reader about the SOI Model	.50		
Textbook by Mary Meeker--SOI: Its Interpretation and Uses	11.25		
Manual for Training Teachers Basic SOI Theory	5.00		
Collected Papers: SI and SOI Applications and Uses	8.00		
SOI Questioning Techniques for Teachers	.50		

SOI ABILITIES WORKBOOKS

		BASIC	ADVANCED*	Price	Number	Total
Preschool and K–1 Level	Creative Learning Workbook			7.00		
	How the Alphabet Doubled: Creative Dramatics Book			7.00		
K–12 Level *(Basic: K–8)* *(Advanced: 7–12)*	Cognition	☐	☐	7.00		
	Memory	☐	☐	7.00		
	Evaluation	☐	☐	7.00		
	Convergent Production	☐	☐	7.00		
	Divergent Production	☐	☐	7.00		

Do you want
☐ BOUND
or
☐ UNBOUND
Workbooks

*available January 1977

		Price	Number	Total
SOI–Curriculum Workbooks	Reading (available December 1976)	7.00		
Individualized	Selected from the above tasks and based on a student's individual profile. Indicate which test responses you have enclosed: ☐ SOI–LA ☐ BINET ☐ WISC–R	19.50		

SOI TESTS AND SCALES

		Price	Number	Total
Special Ed and K–1	SOI Learning Abilities Test SPecial EDition			
	Individual Test Booklet	.75		
	Examiner's Manual	3.50		
Basic K–12	SOI Learning Abilities Test			
	Individual Test Booklet	.85		
	Examiner's Manual	3.50		
	Test Scoring Service (per test booklet)	1.50		
K–3	SOI Figural–Symbolic–Semantic Memory Test	3.00		
K–12	Creativity Rating Scale	1.00		
TMR – EMR – LD	Language and Behavior Developmental Assessment	1.00		
K–3	Piaget Test and Training Manual	3.00		
K–12	SOI Report Card	.50		

SOI TEMPLATES

	Price	Number	Total
☐ BINET ☐ WISC ☐ WISC–R ☐ WAIS	5.50		
☐ DTLA ☐ SLOSSON ☐ HISKEY–NEB ☐ WPPSI ☐ CTBS ☐ ITPA (free)	4.00		

SOI LEARNING CENTER EQUIPMENT

		Price	Number	Total
Special Ed and K–3	Kinesthetic Learning Box	115.00		
Preschool, K–3 and Sp. Ed.	Alphabet Kit (Reading and Spelling)	115.00		
	Arithmetic Teaching Machine	115.00		

INDIVIDUAL TESTING

	Price	Number	Total
Complete Testing Battery	135.00		
Testing Conference	35.00		

Name:

Address:

Subtotal ____________

(California Residents) Sales Tax 6% ____________

Shipping and Handling 10% ____________

Total Due ____________

Description of SOI Diagnostic and Prescriptive Materials

S.O.I. LEARNING ABILITIES TEST

The S.O.I. Learning Abilities Test is based on a theory of intelligence and measures many separate intellectual abilities, not just general intelligence. This test heralds the beginning of a new concept in the education of children – that clusters of intellectual abilities are necessary for learning subject matter. It is diagnostic for the abilities required in reading, arithmetic and basic creativity. It assesses individual strengths and weaknesses in 24 separate S.O.I. abilities. The basic version of the test has 3 levels of difficulty. It is designed primarily for K–8, however the 3rd level of difficulty extends to the secondary level. The SPecial EDition is designed for Special Ed and K–1 children who might find the regular version overwhelming. The SPecial EDition contains the same test items as the lowest level of difficulty in the basic version. However, the figures are enlarged and are printed on only one side of each page. The test can be taken apart and administered one page at a time. The manual for each test is self-contained and provides for easy administration, scoring and the making of individual profiles of strengths and weaknesses. Using this S.O.I. profile, curriculum materials can then be prescribed from the S.O.I. workbooks to remediate weaknesses and further build identified strengths.

S.O.I. TEMPLATES

In many instances traditional, standardized tests have been or must be administered to children because of legislative requirements. Such tests have represented the only instruments available to teachers and psychologists. Most, however, have not been diagnostic. The results of such tests are reported in terms of a single index expressed in numbers. It is impossible to make curriculum prescriptions on the basis of a single score. With the S.O.I. Templates such traditional tests can be analyzed in terms of S.O.I. abilities and the information can be easily translated into individual S.O.I. profiles of strengths and weaknesses. With this profile, curriculum prescriptions can be made from the S.O.I. Workbooks. If a template is not listed for the test you are using, the Institute will prepare templates upon request. Each set of templates comes complete with instructions and blank profile sheets which may be duplicated so that you can make a profile for each student without additional cost.

S.O.I. ABILITIES WORKBOOKS

The S.O.I. Workbooks contain remediation tasks for all intellectual abilities predicted or identified by Guilford's model. The Creative Learning Workbook is designed for the preschooler and can be used at home with parents. It is also useful for LD children in the primary grades. The basic set of 5 Workbooks ranges from K–12. Each book focuses on one of the 5 major intellectual operations and trains the 18 separate abilities within that operation. Each lesson gives complete instructions and lists materials needed. Exercise sheets which accompany tasks are to be duplicated for each student. Two workbooks have been prepared for advanced training–Convergent Production and Evaluation. They are to be used with gifted children, college students and other adults. We also offer Individualized Workbooks for any student. To obtain this service all you need do is administer either the S.O.I.-L.A., BINET, WISC or WISC-R and send the actual protocol or a complete list of responses (forms available from the Institute) to the Institute. We then process the responses with a computer program which prints out analyses of individualized strengths and weaknesses as well as a listing of prescribed lessons to be bound into a book for that student.

LEARNING CENTER EQUIPMENT

The S.O.I. Learning Center equipment is based both on the S.O.I. Model and Piaget developmental concepts. The Kinesthetic Learning Box trains over 22 S.O.I. abilities through the sense of touch. It also serves to integrate the visual and tactile modes of receiving and processing information. It has been successful with LD, deaf, and children who have difficulty learning to read and work with symbols. The Alphabet Kit trains various thinking abilities required for reading and spelling. It helps transition children from 3-dimensional learning to working with symbolic and semantic information. The letters in the Kit can also be used with the Kinesthetic Learning Box to provide learning experiences through a different modality. The Arithmetic Teaching Machine prepares a child for learning arithmetic concepts. It teaches addition and subtraction operations from 1–10 and can be used to teach sets. It may be operated by the child without a teacher being present. Manuals accompany each kit.

REFERENCE MATERIALS AND OTHER SERVICES

The basic reference materials available from the Institute provide information about the S.O.I. Model at various levels. The Beginner's Reader is designed for the person who has heard about the S.O.I. Model for the first time and is interested in a quick overview of the theory and its uses. It is only 30 pages long and contains pictures and cartoons to help clarify basic concepts. The Textbook by Mary Meeker deals with the interpretation and uses of the S.O.I. Model in-depth. It is practically oriented and is designed for use by the psychologist or teacher who faces the demands of the classroom situation. The Manual for Training Teachers is for use by those who would like to conduct in-service training with other teachers and psychologists in the use of the S.O.I. Model on a broad scale. The Collected Papers represent a compilation of published research articles reporting on the various applications of the S.O.I. Model. Also contained are several papers that have been delivered at Annual S.O.I. Workshops. The Staff at the Institute provides various other services such as individual testing, in-service training, curriculum planning, career-vocational program design, project evaluation and other educational consulting services. Write to the Institute; outline your own specific needs.

EXAMINING ALTERNATIVE MODELS - INPUT OBJECTIVES

A preliminary organization by Joyce Hagen and Barbara Clark

One way to compare various models of education for gifted students is in terms of input: to what extent is the school assuming accountability for providing the opportunities and experiences suggested by the special needs of the students? Whereas behavioral objectives state the goals of the program in terms of the behavior expected of the students, input objectives, in this paper, will state experiences and opportunities that a differentiated program for gifted students could provide.

Categories from several existing behavioral taxonomies (Objectives in the Cognitive Domain, Bloom, et al, 1956; Objectives in the Affective Domain, Krathwohl, et al, 1964; Objectives in the Interpersonal Domain, Snyder, 1973) were used to organize the authors' suggestions for input objectives in the cognitive, affective, and interpersonal domains. Existing categories have been used for convenience, but the authors assume full responsibility for the material presented here.

Two additional taxonomies are proposed in this paper: Objectives in the Physical Domain and Objectives in the Societal Domain. These areas have not been systematically dealt with in educational literature, and the authors are convinced of their relevance to education of gifted students.

I. Input Objectives in the Cognitive Domain

Cognitive development rests on the synthesis, integration and evaluation of a vast quantity of experiences of the environment and understandings of those experiences. Schools should be accountable for providing an array of experiences and for encouraging the processes of understanding, synthesizing, integrating, evaluating.

Differential Cognitive Characteristics of the Gifted
--extraordinary quantity of information
--high level of language development
--unusually varied interests
--advanced comprehension
--unusual capacity for processing information
--early ability to think in abstract terms
--capacity for seeing unusual and diverse relationships
--ability to generate original ideas and solutions
--a cognitively critical approach to themselves and other

Because of these differential characteristics, gifted students need the following input experiences and opportunities:

A. Knowledge

1. Exposure to the environment and the culture, including esthetic, economic, political, educational and social aspects.
2. Exposure to peers, adults and other students with expertise in the student's interest areas.

3. Advanced and/or unusual subject matter.
4. Experience in identifying data needs and establishing data organization.

B. Comprehension

1. Opportunities to communicate and exchange ideas, information, and opinions in a variety of ways.
2. Experiences in data collection.

C. Application

1. Opportunities to work with peers, adults and students who have expertise in student's interest areas.
2. Instruction in developing original applications of knewledge and understandings, including hypothesizing and hypothesis testing.

D. Analysis

1. Opportunities to physically and mentally examine and/or change/alter existing patterns.
2. Instruction in, and opportunities to analyze their own processes of learning, decision-making, and communication, and then to compare these processes with the processes used by others.

E. Synthesis

1. Opportunities to integrate knowledge from various areas of their lives, into new, divergent and/or convergent physical and mental structures.

F. Evaluation

1. Opportunities to identify and clarify standards of comparison and evaluation.
2. Instruction in and opportunities to develop data evaluation skills.
3. Instruction in, and opportunities to develop decision-making skills.
4. Opportunities to evaluate personal choices in terms of available data, individual needs and goals, and choice consequences.

II. Input Objectives in the Affective Domain

High levels of cognitive development do not necessarily imply high levels of affective development. The same heightened sensitivities that underlie gifted intelligence can contribute to an accumulation of emotional information that the student needs to process. This affect-based information comes from sources within and without the child. Schools should be accountable for providing guidance and experiences that will nurture a student's emotional development.

Differential Affective Characteristics of the Gifted
--heightened pleasure in learning
--high level of responsiveness to people

--unusual sensitivity to the expectations and feelings of others
--earlier development of an inner locus of control and satisfaction which may mean divergent and non-conformist behavior
--keen sense of humor--may be gentle or hostile
--low tolerance for drill and repetition
--idealism, and sense of justice
--unusual capacity for awe and wonder
--an ability to establish deep relationships
--flexibile thought processes
--heightened self awareness
--high expectations of self and others which often leads to high levels of frustration with self, others and situations

Because of these differential characteristics, gifted students need the following input experiences and opportunities:

A. Awareness

1. Opportunities to identify and name the individual's own emotions.
2. Opportunities to identify one's own and other's perceptual filters and defense systems.
3. Opportunities to expand and to clarify awareness of the physical, social, emotional and psychic environment.
4. Opportunities to expand and clarify awareness of the needs and feelings of others.

B. Receiving

1. Experiences and instruction in attitudes of receptivity and suspended judgment.
2. Opportunities and support for actively seeking ideas and feelings from others.

C. Responding

1. Opportunities and support for communicating personal expressions in a variety of ways.
2. Opportunities to identify, establish, and participate in environments in which personal responses are invited, encouraged and valued.

D. Valuing

1. Opportunities and instruction for constructing and clarifying personal values.
2. Opportunities and support for expressing personal values including caring, caring for, caring about.

E. Integration into a Value Structure

1. Opportunities to identify a variety of value systems.
2. Opportunities to construct and clarify a personal system of value priorities.

3. Experience in testing personal systems in relation to the value systems of others.

F. Characterization by a Value

1. Opportunities and support for translating the student's personal value system into his own unique life style, and personal identity.
2. Opportunities and support for making the student's personal value system the foundation for career choide, including encouragement for discovering his or her own vocation (in the sense of that which one is called to do).

III. People of highly developed intellectual ability may be unusually vulnerable to a characteristic "Cartesian split" between thinking and being; a lack of integration between mind and body. During school years, when the gifted student is experiencing large discrepancies between physical and intellectual development, the school may be unintentionally encouraging the student to avoid physical activity. If a child's intellectual peers are physically more advanced so as to make him/her feel physically inadequate, while at the same time less intellectually stimulating physical peers are not within his/her friendship group, the usual competitive playground games may be neither inviting nor satisfying to the gifted child. If the physical development of the gifted child is to be encouraged, the school should be accountable for providing experiences which develop integration between mind and body in children with non-normative development patterns.

Differential Physical Characteristics of the Gifted
--unusual discrepancy between physical and intellectual development
--a need to express themselves physically in individualistic ways
--low tolerance for the lag between their standards and their physical capacity

Because of these differential characteristics, gifted students need the following input experiences and opportunities:

A. Awareness

1. Experiences designed to heighten and to clarify sensory awareness.
2. Experiences designed to promote awareness of the student's own body and the creation of a positive body-image.
3. Experiences and information to heighten awareness of the pleasures of having a healthy body and of the means for health maintenance and growth.
4. Information and opportunities for inquiry into and clarification of physical responses to emotions.

B. Involvement

1. Instruction and experiences in techniques of relaxation and tension reduction.
2. Opportunities for self-expression through movement-pantomime, dance, etc.

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3. Opportunities to develop individual physical competence and experience the satisfaction of physical activity, in ways chosen by the student from a wide range of structured and non-structured, competitive, cooperative and individual processes.

C. Integration

1. Exposure to and opportunities to learn one of the disciplines devoted to mind-body integration: Yoga, Judo, Tai Chi, Chuan, etc.
2. Support for and assistance in making the care and development of one's own body a part of an individual life style.
3. Opportunities to examine the implications of current social and political policies for the health of people in the community.

IV. Input Objectives in the Interpersonal Domain

Satisfying and effective interpersonal relations are necessary both to self-actualization and social productivity. Gifted children because of their differences from the norm, may be restricted in their development in this area. Often the child who has the ideas in a group is unable to market them with the other children. Some gifted children find themsevles regarded as elitist, and respond with behaviors that separate themselves from the group. In such cases, unmet needs for belonging interfere with potential achievement. Schools should be accountable for providing opportunities to develop the skills required for effective interpersonal relations and experiences with the use of such skills.

Differential Interpersonal Characteristics of the Gifted
--a high level of ability to establish relationships with people outside of their age group
--unusual capacity to identify and relate to the uniqueness of others
--high potential for developing deep and rewarding interpersonal relationships

Because of these differential characteristics, gifted students need the following input experiences and opportunities:

A. Assertion

1. Opportunities to identify personal needs and desires in relation to others.
2. Support for acceptance of personal needs and desires in relation to others.
3. Opportunities and support for initiating contacts with peers, teachers, resource persons and others.
4. Opportunities for reality testing of different ways of asserting oneself.

B. Acknowledgement

1. Opportunities to explore ways of letting others know how they are being received.

2. Opportunities to explore and recognize the impact one is making on others.
3. Support for taking responsibility for acknowledging the contributions and efforts of others.
4. Support for constructively recognizing and acknowledging one's own contributions and efforts.
5. Support for recognizing and acknowledging one's own and others' variability in needs in interpersonal relations.

C. Differentiation

1. Opportunities to discover and experience differences between people in culture, opinion, point of view, life style, etc.
2. Support for the recognition that such differences have value.
3. Opportunities for involvement with people who are different on various dimensions.

D. Confrontation

1. Opportunities to identify problems that arise from differences.
2. Opportunities to deal with problems that arise from differences.

E. Resolution

1. Opportunities to cooperatively resolve problems that arise from differences.
2. Experience in developing alternative solutions to interpersonal problems.
3. Opportunities to compare personal consensus with majority rules.

F. Commitment

1. Opportunities to implement resolution of problems.
2. Opportunities to face and deal with natural consequences of choosen actions.
3. Opportunities to examine conflicting commitments.
4. Opportunities to make and withdraw from interpersonal commitments "under conditions of affection, grace and dignity." (Snyder)

V. Input Objectives in the Societal Domain

Society has unique needs from unique individuals. While we would not wish that education for the gifted focus on societal needs at the expense of the needs of these individuals, neither can education of the gifted disregard the importance of their mature social roles. Gifted students need direction in exploring all the opportunities society has to offer them and the ways of contributing what they have to offer society. They need conceptual frameworks to organize their experience of society (e.g., Maslow's hierarchy of needs), and they need opportunities to develop those skills which will make it possible for them to affect society. Schools should be accountable for providing the options, conceptual frameworks, and skills which will underlie effective social involvement of gifted students.

Differential Societal Characteristics of the Gifted
--a higher level of self-actualization needs
--a higher level of cognitive and affective capacity to bring to societal problems

Differential Social Expectations for the Gifted
--leadership
--solutions to social and environmental problems
--involvement with the meta-needs of society (e.g., justice, beauty, truth)

Bacause of these differential characteristics, gifted students need the following input experiences and opportunities:

A. Leadership

1. Opportunities to identify and examine a variety of leadership styles and their consequences.
2. Opportunities to learn and apply leadership skills, including solicitation and utilization of counsel, advice and criticism.
3. Opportunities to develop, demonstrate and communicate expertise in some field to colleagues.
4. Opportunities to be sensitized to power issues and to explore the exercise and distribution of power.

B. Involvement

1. Opportunities to identify the problems on one's own social community-problem finding.
2. Opportunities to develop possible and/or innovative solutions to community problems.
3. Opportunities to function in cooperation with others in the community to implement solutions.
4. Opportunities for recognition and respect of parent and community values.

C. Identification with Humankind

1. Opportunities for recognition of commonalities among human beings, transcending natural or created boundaries.
2. Opportunities for cognitive and affective understanding of human interdependence.
3. Opportunities to mesh individual goals and needs with group and societal goals and needs.
4. Opportunities for recognition of the possibility of conflict between needs and goals of humanity and personal and group needs and goals.
5. Opportunities to develop a value system in which the long-term needs of humanity have priority.

ESTABLISHING MEASURABLE AND APPROPRIATE OBJECTIVES FOR THE MGM PROGRAM*

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Garden Grove Unified School District

A major goal in the education of the gifted is to develop the unique potential of exceptionally able individuals. A school district designing programs to meet that goal must develop specific objectives for the student and the program. Objectives for programs for mentally gifted minors (MGM) must be related to that major goal and, hence, demand a thorough knowledge of the ways in which gifted children DIFFER from other children within the public schools. Gifted children are indeed CHILDREN and have the same needs of all children in their school experiences. It is not to the ways in which they are like all other children that objectives for MGM programs should be addressed, but rather to the ways in which they differ from other children.

Gifted children differ from others in their learning pace; in conceptualization and generalization skills; in length of attention span; in the maturity, diversity, and intensity of their interests, in their achievement level; in their critical thinking skill; in their need for intellectual challenge; and in their ability for independent learning. In addition, gifted persons tend to assume distinctive roles as leaders in the school and in society; they tend to be intellectually curious.

Objectives for MGM programs must be based on those characteristics which distinguish gifted children from average and slow learners if we are to RELEASE AND DEVELOP their unique potential for learning and leadership. To function at the high, creative levels of which they are capable, the gifted must achieve maximum total development--personal, social, intellectual, and ethical.

There are three goals which relate to the distinguishing characteristics of the gifted and to his total development: (1) to prepare MGM students for responsible and productive adult roles in a democratic society; (2) to develop a realistic and healthy concept of himself--his strengths, his weaknesses, his areas of needed improvement, and his potentialities; and (3) to become intellectually alive, creatively capable, committed, compassionate human beings.

Objectives, deriving from those goals, seem to fall into thirteen categories:

1. Academic achievement. A specific objective of the program should be directed to the hard data evidence of the superior achievement of the gifted.

2. Self-directedness. This objective is a prerequisite to positive leadership, productive use of talent, and effective leadership. It should be expected that MGM students will learn to become self-directed to a degree appropriate to their maturity, that they will pursue personal topics of interest, and that they will be motivated to, without coercion, the work both required of them and selected by them.

3. Responsibility. These students should be expected to be responsible to such a degree as to answer for their own conduct and fulfill their obligations. They should be expected to involve themselves in student affairs.

4. Creative expression. Gifted students should be encouraged to seek opportunities for creative expression in a variety of ways and to develop unique products in the creative arts. Developing creative outlets is conducive to good mental health and should eventually contribute to the aesthetic production of society.

5. Aesthetic awareness. MGM students should be trained to be consumers of artistic production. If these students are to be leaders in our society, then it is imperative that they develop a positive feeling toward things of beauty and consequence. As a consequence of the MGM program, gifted students should increase their aesthetic awareness.

6. Critical thinking. This objective is particularly relevant to gifted students because it calls for the application of the higher orders of intellectual activity. The need for reasoned thought, sound decisions, and the ability to evaluate evidence is a continuing prerequisite to wisdom. Critical thinking is a skill which can be taught, observed, and evaluated.

7. Acceptance of divergent views. The lack of tolerance for divergent thought is a bar to learning. Ideas should be evaluated on their merit alone. MGM students should be encouraged to accept the fact that there is the probability that truth *may* come from sources which may be personally obnoxious and that the ideas of others deserve an unbiased hearing and evaluation.

8. Alternative seeking. To fulfill the goals of an MGM program, students should learn to seek alternate solutions to problems prior to action. MGM students should develop a capacity for reason which will encourage them *not* to be hasty or emotional in the process of decision making. They should "look before they leap" and give evidence of their capacity for mature thought.

9. Commitment to inquiry. MGM students should develop a commitment to inquiry. They should develop the feeling that axioms must be questioned and tested. We should seek to have them ask more questions, utilize more resources, and initiate investigation. The development of a commitment to inquiry should at some future time place MGM students on the leading edge of knowledge.

10. Democratic processes. Since there is a substantial body of research which shows that gifted students do assume leadership roles, then it is an appropriate objective to have MGM students accept the traditional values of the democratic process and display a knowledge of ethics for policy decisions. Gifted students, at least in our society, should grow in their commitment to democratic ideals, philosophy, and processes.

11. Career aspirations. In order to meet the goal related to productive adult roles, it is essential that MGM students develop career aspirations commensurate with their abilities. Appropriate career aspirations of gifted students have to do with a healthy self-concept, one of the suggested goals for gifted students.

12. Expanded interests. It seems essential to the full development of gifted students that they gain broadened positive interests.

13. Attendance. Gifted students should be motivated to attend class more regularly than other students.

These objectives "dictate" curriculum content, teaching strategies, and the instructional materials for an MGM program. Objectives, curriculum content, teaching strategies, and instructional materials are valid to the extent that their unique impact can be assessed, measured, and assured.

It is through the curriculum that specific objectives are met--that the instructional (learner) activities are developed which will make it possible for the teacher to meet both the goals and the objectives. Any curriculum content developed from these stated goals and general objectives should provide opportunity for: (1) study of major issues and/or ideas; (2) independent study; (3) time for study and research; (4) generalization and application of information and ideas; (5) controversy and challenge; (6) student initiated activities; (7) development of new and original ideas; (8) use of varied resources; (9) use of student interests; (10) critical thinking; (11) use of pupil leadership; (12) large blocks of time for pupil study; (13) use of materials at appropriately challenging difficulty and educational levels; and (14) a variety of legitimate learning content in all fields, including the arts.

Goals, objectives, curriculum, and teaching strategies cannot be separated. Goals and objectives must relate to the unique characteristics of gifted pupils. Curriculum and teaching strategies must, in turn, be derived from the goals and objectives of the MGM program. In evaluating the effectiveness of the program in terms of observable and measurable pupil progress, school personnel must be able to demonstrate value - not only in terms of increments of growth but also in terms of costs involved in attaining objectives.

Genuine differences in school experiences develop only as specific objectives are delineated for gifted individuals. A school district planning a gifted program should begin with this question: "Based on what we know about the characteristics of gifted learners, what would we hope they would become? What kind of learner and person do we want them to be as a result of the gifted program?" Regardless of their specific interests or degree of talent, all gifted students need to acquire the skill, knowledge, and attitudes which will enable them to achieve maximum self-realization and to implement their potential leadership.

GIFTED CHILD EDUCATION AND TALENT DEVELOPMENT

PROGRAM CHECKLIST

This checklist developed by the California State Department of Education is a useful tool for site committees writing a plan for gifted education. Access to Persons can be translated into consultants; Access to Environments shows up in the budget as field trips; Access to Material is instructional supplies.

ACCESS TO PERSONS:

1. Intellectual peers
   - a. Children .... __________
   - b. Adults .... __________
2. Exemplary individuals
   - a. Creative persons .... __________
     - (1) Art .... __________
     - (2) Music .... __________
     - (3) Literary .... __________
     - (4) Science .... __________
     - (5) Social Science .... __________
     - (6) Business .... __________
     - (7) Industry .... __________
     - (8) Government .... __________
   - b. Knowledgeable persons .... __________
   - c. Inspirational persons .... __________
   - d. Career-leaders .... __________
   - e. Problem solvers .... __________
   - f. Problem finders .... __________
3. Empathetic mentors
   - a. Counselor .... __________
   - b. Community sponsor .... __________
   - c. Other .... __________
4. Resource persons
   - a. Forest rangers .... __________
   - b. Engineers .... __________
   - c. Physicians .... __________
   - d. Teachers .... __________
   - e. Military personnel .... __________
   - f. Other .... __________

ACCESS TO MATERIAL

1. Books .... ______
2. Magazines............... ______
3. Scholarly journals...... ______
4. Newspapers.............. ______
5. Items used in........... ______
   biology,
   chemistry,
   physics and other
   laboratory work
6. Materials needed........ ______
   to build
   experimental
   equipment
7. Art materials: .... ______
   paints,
   plastic clay;
   portfolios, prints
8. Films, filmstrips, ... ______
   charts, maps,
   blueprints, slides;
   diagrams
9. Realia .... ______
10. Other .... ______

ACCESS TO EQUIPMENT

1. Slide projectors........ ______
2. 8 mm projectors......... ______
3. Computing devices....... ______
   abacus, calculators,
   access to [computer]
4. Tape recorders.......... ______
5. Telescopes,............. ______
   sextants; surveying
   and mapping equipment
6. Cameras................. ______
7. Meteorological.......... ______
   equipment
8. Microscopes .... ______
9. Viewers................. ______
10. Other.................. ______

ACCESS TO ENVIRONMENTS

Factors which affect life and living:

1. Social →static......... ______
   →changing...... ______
   a. Big city.......... ______
   b. Suburban.......... ______
   c. Small city........ ______
   d. Rural .... ______
2. Economic
   a. Poverty area ..... ______
   b. Affluent area..... ______
   c. Average economic area.............. ______
   d. Places to work.... ______
3. Cultural
   a. Nationalities..... ______
   b. Regions →USA ..... ______
      →Calif. .. ______
   c. Religious .... ______
   d. Racial............ ______
   e. Institutions of higher education .... ______

4. Ecological
   - a. Ocean .... ________
   - b. Desert............................ ________
   - c. River valley...................... ________
   - d. Forest............................ ________
   - e. Mountain.......................... ________

5. Educational
   - a. School............................ ________
   - b. Other .... ________

6. Much freedom for individuals vs. Many restraints on individuals
   - a. Much freedom...................... ________
   - b. Very restrictive.................. ________

7. Self-extending and self-inhibiting
   - a. Self-extending .... ________
   - b. Self-inhibiting................... ________

ACCESS TO IDEAS

About -

1. Oneself
   - a. Self-concept...................... ________
   - b. Attitudes......................... ________
   - c. Aspirations....................... ________
   - d. Capabilities...................... ________
2. Nature of man
   - a. Individuals....................... ________
   - b. Groups............................ ________
3. Nature of human institutions............ ________
4. Nature of matter........................
   - a. In free state..................... ________
   - b. When combined .... ________
5. Nature of structures
   - a. Components........................ ________
   - b. As entities....................... ________
6. Nature of functions .... ________
7. Nature of relationships................. ________
8. Nature of purpose....................... ________

__From__ -

1. One's own ideation...................... ______

2. Other persons – past and present

    a. Great ideas of mankind................ ______
    b. Exemplary creators in all fields...... ______

3. Human institutions

    a. Educational........................... ______
    b. Social................................ ______
    c. Economic .... ______
    d. Political............................. ______
    e. Religious............................. ______

4. Books .... ______

5. Paintings................................ ______

6. Music .... ______

7. Dance.................................... ______

8. Plays.................................... ______

9. Environment.............................. ______

10. Equipment - material systems and devices............................ ______

11. Audio and visual media.................. ______

ACCESS TO AND INVOLVEMENT IN EXPERIENCES

__With__:

1. Persons ______

2. Groups

    a. Social ______
    b. Cultural ______
    c. Economic ______
    d. Political ______

3. Institutions ______

4. Environments ______

5. Materials ______

6. Equipment ______

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For the Purpose of:

1. Extending awareness of--and generating new ideas about:

   a. Oneself

      (1) Capabilities................................ __________
      (2) Aspirations .... __________
      (3) Areas in need of improvement................ __________

   b. Social ideas, theories, institutions, etc. __________
   c. Political ideas, theories, institutions, etc. __________
   d. Economic ideas, theories, institutions, etc. __________
   e. Cultural ideas, theories, institutions, etc. __________
   f. Other factors affecting individuals and nations.. __________
   g. Natural environment.............................. __________

2. Developing intellectual skills

   a. Seeing, formulating, and exploring alternative ways of thinking and of acting...... __________
   b. Acquiring disciplined thinking in logical problem solving................................. __________
   c. Appreciating the great ideas of mankind and relating these to one's personal values and aspirations .... __________

3. Acquiring needed facts and evaluating what ideas, institutions, policies, theories, and actions are valid and what are not valid in terms of individual and societal needs and goal.................................... __________

4. Becoming a more knowledgeable, creative, and humane human being.............................. __________

Adapted from an article by
Dr. Metfessel (U.S.C.) wit
his permission. 4/15/73
E. Kearney

HOW TO USE THE CLASSROOM TO PROMOTE OR ENCOURAGE CREATIVITY*

TRAIT TO BE DEVELOPED	DEFINITION	Classroom Processes
1. Tolerance for ambiguity	Feeling comfortable when faced by a complex social issue having opposed principles intermingled, as deviation from a standard or acceptance of a state of affairs capable of alternate outcomes.	Exercises where rewards go to those who keep a problem open and resist attempts by others for early closure; be willing to tolerate a calculated degree of humor (foolishness, absurbity, incongruity, exaggeration, satire or irony); realize that all that is unproved is not necessarily wron creativity does not always have a tangible product; avoid forced, set patterns; respect differentness.
2. Self-sufficiency	Know self as an individual that has adequacy and capability of qualification, skill, and efficiency.	Give chance to design, carry out, and evaluate own activities; encourage self-respect and trust of self; accept aloneness as a vital part of living, complementary to togetherness; dispense with the awe of masterpieces.
3. Independence in making judgments	A personal, critical assessment and appraisal of alternative variables which allows an individual at any given point in time to be a minority of one.	Help pupil perceive and define a problem correctly by keeping a balance between (1) time and timeliness, (2) orderliness and logical thinking, (3) respect for authority and maintenance of self-respect and individuality, (4) responsibility to the group and teacher and self, (5) information and informa tion-getting skills.
4. Self-assertiveness (with self-acceptance)	Finding one's self and personal qualities of unique worth--an objective and unemotional recognition of one's abilities and limitations.	Set up situations where one can initiate an idea and lead those who carry it out; tolerate large quantities of tension as students strive for creative solutions to difficult problems they have set for themselves.

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TRAIT TO BE DEVELOPED	DEFINITION	CLASSROOM PROCESSES
5. Risk-taking orientation	Taking a chance on encountering failure, hazard, or peril or exposure to such a chance.	Exercise controls until skills are adequate and then permit wide testing of limits; encourage guessing that is followed by confirmation; capitalize on students' natural curiosity; help channel high level of energy into independent projects.
6. Conformity as a way of life	Pupil makes positive contributions through behavior that does not correspond to a recognized pattern.	Encourage self-initiated learning with rewards for unique achievement and not for conforming achievement only; teach to question answers as well as answer questions; respect right of each to develop in his own unique way as long as his conduct is socially tolerable; have a continuum of rewarding creative thinking in order for it not to be stifled; use problem-solving in connection with behavioral information; realize that some try to adjust the environment not just adjust to the environment. Provide as much individual project work as possible.
7. An intellectual set toward alternative answers and solutions	Tries one response and then tries others.	Help students improve in ability to ask better questions by making good guesses about what the possible answers might be; encourage spontaneity as well as a series of logical problem-solving techniques; realize that conflict can be an opportunity for creative thinking.
8. Enhancing interactiveness	Intensifying mutual or reciprocal influence between two or more people whereby the behavior of one is stimulus to the behavior of the other.	Encourage varied types of competition; have group discussions wherein some pupils help by setting the stage while others make crucial leaps ahead; devote considerable teacher time to informal interaction with one or two students; avoid conditions that produce fear of criticism.

TRAIT TO BE DEVELOPED	DEFINITION	CLASSROOM PROCESSES
9. Fluency	Ideas are called out of memory storage for use in new situations.	Have students practice for word fluency by making lists as rapidly as possible of words having similar requirements (e.g., same beginning letter); practice brainstorming (e.g., list of problems and then a list of possible solutions); work with analogies; construct sentences by making a four-word sentence using the initial letters w, c, e, n; have students produce clever titles for selections read; produce captions for pictures, humorous and serious.
10. Originality	Unusual - far-fetched, remote, or clever responses.	Reward original ideas; test new ideas before passing judgment; provide warm-up exercises as warm-up to creativity; keep the structure open long enough for originality to occur. Have some periods of plain silence; have students impart ideas in an unusual manner--other media, dramatization, quiz session, twenty questions, and so on.
11. Flexibility	Free from fixed ideas and habitual ways of solving problems, ability to strike out in new and unexpected directions to achieve novel results.	Exercises to permit counter action to "closed" systems of thinking, e.g., alternative approaches to a propagandistic situation.
12. Elaboration	Ability to supply a detailed step-by-step plan when given a bare outline.	Give a stimulus and permit student to come up with a finished product; press thinking far enough; provide a few kinds of activities which have a continuity not broken by mundane interruptions.
13. Redefinitive abilities	Can remark boundaries between classes or groups of phenomena, between meanings of words or phrases or terms.	Let students regroup letters of familiar words to make new words; give complex line drawing and have students discover hidden figures; have students look at things in a "new light"; help to become aware of consequences of the functional application of information.

TRAIT TO BE DEVELOPED	DEFINITION	CLASSROOM PROCESSES
14. Information reception skills (reading)	The act, practice, or art of perusing written or printed matter and ascertaining or considering its content or meaning.	Assignments that require outside reading and outlining; encourage multimedia projects; teach library skills; encourage rereading; use inquiry teaching.
15. Information reception skills (listening)	Conscious effort to keep mind on the thought in order to hear and to direct attention to the meaning or import of the sound. What insights was the person trying to build?	Let students express their views without fear of reproach; encourage them to listen and search in an "area" in order to come back with questions to which man apparently does not have answers; encourage research.
16. Resourcefulness	An aggregate of one's available skills, judgment, and power of achievement.	Ask students to consider evidence and speculate on what could occur; latch onto enthusiasm and let students build on areas of interest accidentally discovered; assign open-end or continuum activities that open the semester.
17. The ability to develop absorbing interests	Giving a high level of selective attention to one object with inattention to others.	Allow spirited quest for a significant idea (it may be worth more to the child than a routine assimilation of factual lore); encourage topics of research that allow the student to focus, become committed, and involved.
18. Sensitivity to problems	If one can recognize problems, he can probably work on them, and --if he does-- he is more apt to solve them.	Use discussion lines such as, "What would happen if...?" Tape record the student's work and then play it back for analysis and reaction; help pupils test their own perceptions against reality; encourage constructive criticism. What is good that I can build on? or What can I add to this?
19. GENERAL SUGGESTIONS FOR TEACHERS WHO WISH TO REWARD CREATIVE THINKING		Treat questions with respect; treat imaginative, unusual ideas with respect; show pupils that their ideas have value; encourage self-initiated learning; give opportunities for thought, not just rote learning.

WORK SHEET — DIFFERENTIATING CURRICULAR ACTIVITIES FOR THE GIFTED AND TALENTED*

Means of Differentiating

Input

1. Accelerated or advanced content.
2. Higher degree of complexity of content.
3. Introduction of content beyond the prescribed curriculum.
4. Student-selected content according to interest.
5. Working with the abstract concepts in a content area.
6. Level of resources.
7. Type of resources available.

Expectancies

8. Appropriating a longer time for learning.
9. Creating or generating something new (information, ideas, product).
10. Depth of learning.
11. Transfer and application of learning to other and/or new areas of greater challenge.
12. Evidence of personal growth or sophistication in attitudes, appreciations, feelings.
13. Formulating new generalizations.
14. Development of higher level cognitive processes.
15. Stylizing and implementing own study design.

Reference to Means of Differentiating	Curricular Application	Elaboration of Learning Activity
Examples:		
Number 5	Oceanography Unit	Prove the statement, "The world is a sea," by expressing your ideas in an editorial
Number 11	Oceanography Unit	Design an experiment with foods to illustrate a fact or idea about sea life.

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*Sandr N. Kaplan, *Providing Programs for the Gifted and Talented*, National Clearinghouse on the Gifted and Tal ed, 1973. Used with permission.

ALLOWABLE AND NONALLOWABLE EXPENDITURES OF GIFTED FUNDS

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GUIDELINES TO FUNDABILITY

Can this person be paid with gifted funds?

Will gifted funds finance....?

Because questions of fundability confront educators of the gifted at both site and district levels, the Gifted and Talented Education Management Team from the State Department of Education has formulated the following guidelines:

Teachers' salaries are "excess" (and fundable) when they are additional money paid for instructional services under the following conditions:

- Outside the teacher's regular school day.
- During the regular school day, but involving a special opportunity or situation (pull-out program) in which students leave their regular classrooms for a period of time and receive specialized instruction or counseling by an additional teacher or pupil personnel worker.
- Two teachers are employed to teach a class normally taught by one person, and both teachers are available to the students during the entire class period. (The salary of *one* is fundable.)

Substitute pay is an allowable expenditure when a teacher of the gifted is released from duty to participate in inservice education or curriculum development activities which are designed to improve gifted programs, or when a substitute is hired to teach while the regular teacher provides a special opportunity on a pull-out basis for a group of gifted students.

A supervisor's salary is a legal expenditure when it is paid for coordinating services that would not be provided if there was not an approved gifted program.

Guidance personnel salaries are allowable expenditures when the salaries are for additional counseling services over and above those provided to all students in the regular program. These services must be in addition to, not in place of, services already provided all students.

Instructional aide salaries are allowable when aides are employed to offer direct teaching assistance to teachers of seminar classes or who, under other program options, free the regular teacher to work with gifted students. Such salaries are not allowable where there is a mixture of both gifted and non-gifted students unless salaries are prorated on the basis of the percent of time spent serving the MGM program. Careful logging of time and services rendered is necessary.

Clerical salaries are legitimate when paid for services which would not be provided if there were not an approved gifted program. Any prorated clerical salary must be based on the percent of time spent serving the mentally gifted minors. Again, careful logging and time accounting is required.

Employee benefits may be paid when they are components of legal excess-cost salaries.

Books, supplies and equipment may be purchased with gifted funds when such items:*

- -Contribute significantly to qualitatively differentation of learning.
- -Would not normally be furnished to a school or classroom.
- -Are purchased on a prorate basis if used by other students.
- -Are not purchased or leased with funds generated by MGM students who have no access to them or who do not use them in a qualitatively different program.
- -Are instructional, not office supplies or equipment.

Consultants' salaries, travel and other expenses connected with attendance at conferences are allowable when they contribute to the improvement of instruction in the gifted programs.

Gifted funds may not be used for the participation of parents or instructional aides at conferences. It is allowable to reimburse teachers, coordinators and consultants who have official assignments to, and responsibilities for, gifted programs education for certain conference fees if no course credit is received. Within cost allowable limitations established by the board of education, reimbursable fees are limited to registration fees (not including professional dues), lodging, meals and transportation directly related to conference attendance. It is not allowable to pay teachers for taking classes for which they also receive course credit or salary increments.

Student correspondence courses, rentals or the leasing of equipment which contribute to the improvement of instruction in MGM programs are allowable. No payment may be made for leases which credit lease payments toward the purchase price.

Tuition for interdistrict attendance agreements for specific instructional services including transportation for gifted students is a legal expenditure of gifted programs funds when it is paid for instructional services that cannot be provided by the local district and contribute to the programs for MGM students. Gifted funds may not be spent on food or lodging.

Out-of-state travel or food and lodging for gifted students participating in school-sponsored field trips or other school-sponsored activities are *NOT* legal expenditures of gifted funds.

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*See also "Fundable and Non-Fundable Activities," next page.

FUNDABLE AND NONFUNDABLE ACTIVITIES

Can this activity be supported with gifted funds?

Although the following lists of fundable and nonfundable activities are by no means all-inclusive, they represent the thinking of the State Gifted and Talented Education Management Team. Thus, inferences can be drawn as to whether or not similar activities can be supported with gifted funds. It should also be noted that time spent in nonfundable activities cannot be counted as part of the required 200 minutes per week of qualitatively different instruction.

Supplies, equipment and instruction for the following activities may *NOT* be purchased with gifted funds:

-Instrumental music
-Painting
-Sculpture (wood, metal, leather, glass, plastic, cement, clay)
-Drawing
-Pottery and ceramic making
-Knitting, sewing, macramé
-Folk dancing, ballet
-Ice skating, skiing, tennis, hockey, volleyball, golf, etc.
-Cooking
-Gardening
-Stamp collecting
-Camping
-Making and using puppets
-Typing

A fundable activity in art, music or drama is one which perfects intellectual and creative production and develops extraordinary leadership skills, and/or provides advanced academic or esoteric knowledge, or information about related careers requiring this type of skills and knowledge. Examples of such activities are:

-Art, drama and music theory
-Art, drama and music history
-Art, drama and music analysis, comparison or criticism
-Music composition
-Dramatic writing

ADVANCED PLACEMENT

If Advanced Placement is a part of the district's regular program offering, it *does not* in itself constitute a program for the gifted. Gifted students clustered in the Advanced Placement program must have a qualitatively different curriculum in order to qualify for state funding.

The following enrichment example qualifies as a qualitatively different activity within the Advanced Placement program.

Goal:

To equip students with the abilities to read, speak and write the Spanish language.

Objective:

By the end of the school year, 75% of the gifted students in grade 12 will be able to converse in a meaningful dialogue with a Spanish-speaking member of the community, demonstrate an understanding of the Spanish culture, and pass the Advanced Placement examination

Activities:

1. Individual research through directed field trips to a Spanish-speaking community observing the economic institutions, artisan factories, restaurants and recreational facilities of the Spanish culture.
2. Attendance at a teacher/student designed "Spanish Camp" for two days for the purpose of practicing customs and speaking Spanish.
3. Correspondence with a Spanish-speaking resident on a regular basis.

Evaluation:

1. Teacher and Spanish-speaking community member's evaluation of a conversation using class-developed cirteria.
2. Analyses of evaluations from field trips taken with students.
3. Advanced Placement examination.

PARENT CONTACTS

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AREAS OF POSSIBLE CONCERN
IN
DISCUSSION GROUPS WITH PARENTS

THE NATURE OF THE GIFTED CHILD

- -The uniqueness of his intellectual ability.
- -The normalness of his physical, emotional, and social growth patterns.
- -His relationship in the family.
- -His relationships in the school.
- -Understanding your gifted child.
- -His responsibilities.

CLUSTER CENTERS

- -Makeup of class.
- -Grade levels.
- -Nature of centers.
- -The diagonal approach to enrichment.
- -Need for mastery of basic skills.
- -Continuity from grade to grade.
- -Background of teachers involved in program.
- -Homework.
- -Program flexibility.
- -In-service meetings.
- -Summer workshops.

THE ROLE OF THE CLASSROOM TEACHER

- -Pacing.
- -Maintenance of the regular instructional program in basic skills.
- -Planned enrichment activities.
- -Capitalizing on special interests and abilities of pupils.
- -Utilizing the talents and abilities of school staff and district resource personnel.
- -Teacher's role in providing for good articulation.
- -Utilizing community resources.
- -Teacher assistants.

THE HOME AND SCHOOL WORK TOGETHER

- -Decision about placement--
  - Child may have been "first" in previous assignments.
  - Emotional stability.
  - Peer relationship.
  - Self-motivated.
  - Accepts competition.
- -Sharing responsibilities for enrichment to meet unique needs--
  - School not able to do all enrichment.
  - Not every teacher talented in every subject area.
  - Special training or lessons in areas of talent (music, art, etc.).
  - Interest stimulated in an area of study in the classroom with in-depth work continued through parent guidance (such as field trips, public library, and so on).

-Conferencing, counseling, and guidance--

Cluster class school is your school; visit the classroom.
Feel free to schedule conferences with principal and/or teacher to review progress of child.
Get to know the principal and your child's teacher.
District counselor services available at the school.
Central Guidance Clinic available to both parents and gifted children.

-Report cards and grading--

Reporting periods.
Report card used.
Evaluation of pupil performance.

These pages are reprinted from *The Gifted and Talented: A Handbook for Parents* prepared by the National/State Leadership Training Institute on the Gifted and Talented in cooperation with The ERIC Clearinghouse on Handicapped and Gifted Children. The pages may be used as reproduction masters for preparing handouts for parent meetings.

THE GIFTED AND TALENTED: A HANDBOOK FOR PARENTS

TYPICAL QUESTIONS AND BRIEF ANSWERS

Parents of gifted children, like any other parents, constantly face questions regarding school and home practices. Many of their questions came from trying to decide whether a given school offering will benefit or harm their child. Often they have remained uneasy with decisions they have made. Questions on whether they should encourage or discourage certain activities, how they handle uneven abilities within the family, and others plague them. Often, action cannot be postponed.

The questions which follow have been gleaned from contacts with many parents, both individually and in groups. They represent many of those most commonly asked. The brief responses are given as suggestions rather than as complete answers since responses to cover all of the possible complexities would be voluminous, if not impossible. The questions are regarded as a framework for discussion and further amplification, perhaps in parent study groups.

How can I tell if a program is good?

A program that is good should cause the child to be eager to go to school. He should carry his interests into the home through discussions, through *voluntary* search for added information, through voiced enthusiasm. The content he is using should be at an appropriately challenging level. Homework should be at an appropriately challenging level. Homework should be based on key ideas or issues, not on quantity or isolated facts. The program should extend the child's talents, skills and interests into new or expanded areas.

How can I train him to get his homework done and not leave it until the last minute? Should parents enforce regular periods of study?

First, determine casually if the homework is legitimate. If it is repetitive, lengthy content, dealing with isolated facts, the resistance is warranted. This suggests a conference with the teacher. If the assignments seem interesting and worthwhile, a regular time and quiet place are important. But, it is also important that parents provide by their own example a respect for intellectual pursuits, interests in aesthetics, and an appreciation of books, magazines, music, and art of high quality. The parent who wants his child to do homework so that he can watch television undisturbed and indiscriminately is unfair and is a poor model as well. The parent who demands homework for his child also should consider the parallel in his being required to spend an added two or three hours on his own work at home, day after day.

How do you handle the older children when this one seems to know more than the rest?

Avoid comparison. Comparison invites competition. Evenly distributed love and affection, and recognition for various accomplishments of different kinds will let each child know that he is valued for himself. If questions arise, discuss them in the context of each person being especially good at something; one child likes books, another one art, another is especially good at sports -- or music, cooking, helping others, or whatever particular contribution the individuals can make. Some learn earlier, others take a little longer; the use made of any learning for worthwhile contributions is the important thing.

How can we keep them from getting "smarty"?

Avoid centering on "giftedness." The child who is singled out and set apart for any attributes can easily develop erroneous attitudes toward himself and others. This applies to the handicapped as well as to the gifted. In the case of the gifted, the child may develop an unrealistic sense of his own importance and become quite obnoxious. It often helps then to sit with the child and ask him to assess the impact on others of his specific behavior and ask him how me might change the relationships for the better. The discussion should be on a private, person-to-person basis, and analytical in nature, with the child providing the analysis.

"Smartiness" may also arise when adults become impatient with youth views and forbid their expression. It is important that children have full opportunity to discuss peace movements, politics, ethnics, religion, values, fears, discrimination, and strong feelings on any subject with adults who respect and understand them. The home should provide a secure base within which the child can express his feelings and examine them honestly with others. Any question at any age deserves a thoughtful response.

Would you encourage these children to take service-type courses?

Although the instructors of these courses would object, service-type courses are commonly understood to be such courses as shop, homemaking, typing, and others. The answer is yes, on two bases: One is that some of the techniques are useful tools in learning. Speed typing assists the student in many ways, and metal shop may be of use in the production of necessary equipment for physics experiments, for example. Another basis is that, given the right teacher, the study of such topics as foods and clothing may be handled in such a way that students deal with many important economic, historical, political, and aesthetic issues and problems.

What can be done about the problem caused by the enthusiasm of teachers in a departmental situation, and the resultant overload for students?

This is a question which can be handled best in a group meeting of parents and department heads at the secondary level. Students as this age do not want parents to contact individual teachers regarding their particular problems. Often teachers are completely unaware of the accumulated overload, and calling the problem to their attention will suffice. It is helpful if parents prepare for such discussions by documenting the homework load of their children for a specific period of time, such as two weeks.

Is it good to let the faster learners help the slower children?

Not if it is done on a regular basis. Then it cuts down the time that the fast learners have for their own learning, and the child is working as a teacher substitute at the expense of his own education. An added danger in consistent help to the slower children is that other children in the class may react to "teacher's pet." If the help is occasional, and for a specific need, yes. The experience is more valuable if the bright child plans the teaching experience, carries it out, and evaluates it with the teacher afterwards.

What can you do with a child who is a perfectionist and becomes discouraged?

Often gifted children will tackle topics which are so general that they are unable to handle them. They then become frustrated as they attempt to complete their studies. Parents can help by discussing with them their projected plans and by assisting them to choose realistically. For example, when a child announces that he is going to study the Civil War and make a report on it, the parent may ask what particular aspect of the Civil War? Or he may suggest scanning a book on the Civil War to choose among a number of topics and issues. The child should make the choice, however. Encouragement, support, and parent expectation that the child will do a worthy piece of work are helpful, but the expectations must be realistic.

Should a program be for gifted children generally, or just for those with a scientific bent?

A good program should be flexible enough to meet the needs of all gifted and talented children. Any group of gifted children is extremely diverse in interests, abilities, and talents. This population is the most complex of any. Educational planning should be highly individualized to meet the diverse abilities of the gifted, whether in science, the arts, social sciences, or elsewhere.

Many gifted children are in fact interested in science and mathematics because of their fondness for system and logic, and if their real interests lie here, they should not be discouraged. But neither should children with primary interests and talents elsewhere be forced to concentrate heavily in the sciences.

Will this kind of program adversely affect the chances of a student getting a college scholarship?

It should enhance his chances, unless grades are used punitively. In such a case, parent contacts (preferably in groups) with school department heads should be made. Parents should never accept punitive grades for their children. We have heard too many expressions of bewilderment from parents about their children receiving "C's" and "D's" in subjects in which the parents had been informed that the child was functioning at a level four years or more beyond his age group. Parents rightly want to know how this can be. The answers lie in excessive and boring requirements, in punitive grading practices, in negative teacher-pupil relationships, or in student problems of long duration. But if the complaint is common within a class group, it should be discussed thoroughly in a meeting, and resolution should be attained. Many gifted children must earn scholarships in order to afford college attendance, and the program should not penalize them. We have known too many gifted students who have avoided certain courses and teachers in subjects they would have liked to take because they knew that high grades were given grudgingly, even though the students deserved them.

What can you do about underachievers?

The question is complicated and has been subjected to intense research. The problem may be educational, psychological, or physical in origin. Certainly a thorough physical examination should be made. If physical problems are ruled out, some of the emerging hypotheses may help parents plagued by this problem. Children who are underachievers are identifiable by the end of the primary grades; the early years, therefore, have a profound effect. Children who are subject to reasonably high expectations and early independence, especially by parents of the opposite sex, seem to become achievers. Those who are overindulged, pampered, or treated inconsistently, do not. Parent models are important. When children are exposed to new experiences in the company of their parents, such as concerts, visits to zoos, national parks, historical landmarks, and when they learn to seek information and answers to questions in reference materials, they become achievers. Growing up in an atmosphere in which learning occurs habitually is a great asset. Interesting people as visitors in the home can generate curiosity about far-off countries, about politics, the arts--unlimited subjects.

Support of curiosity and learning and the latitude for early self-reliance help. One mother watched through binoculars her five-year-old cross three busy intersections and a playing field on his half-mile trip to school for days after he had decided that he could go on his own. Her hillside vantage point enabled her to overcome her anxiety about whether he in fact could. Another child took a two-hundred-mile bicycle trip with two friends at the age of ten. Both of these children grew up in an intensely active learning atmosphere and became outstanding achievers. The parents were in close touch with them at all times, psychologically, but they allowed them to mature as they were ready.

Should gifted children be given grades?

Grades are a folk custom of long standing, even though it has been shown repeatedly since 1912 that they are not especially useful and tell little about a child's actual achievement. However, if grades are used in a school system, it is likely that all children would expect to receive them. Gifted children in a regular class can receive high grades with little effort, and actually can be underachieving "A" students. It is much more informative to a parent to confer with a teacher and discuss the specific accomplishments and needs of the child.

If grades are used in a special group of gifted students, they should be given as if the children were being compared to the *total* school population since the whole concept of grading is based on *relative* standing. If gifted students are measured on the basis of their real achievement, it is likely that they would receive "A's." If a program is good, and the students are interested, they should be producing, and their grades should be high. In no case is grading the gifted on a curve justified when they are in special groups.

Should I permit my child to attend a special class?

This question usually is based on the fear that a child will develop feelings of superiority or on fear that he will be punished by others who are not in a special group. Membership in a good special class can be beneficial in several ways: (1) The content is likely to be more relevant to the child's interests and abilities than in a regular class; (2) the child may learn that there are other children whose abilities are as high or higher than his and thus may develop a wholesome respect for others and a sense of humility regarding himself; (3) he is able to work with others who understand and respect him; (4) he is likely to relate to others with similar interests, and to develop new interests, and (5) he is more likely to have a teacher who has some special interest in and preparation for teaching the gifted.

Will a special class create competition and bad feelings?

Not if it is properly planned and taught. Special classes should not be given publicity beyond that given other groups, nor should the children be singled out to display their "giftedness" for the public. If children develop special materials and presentations for parents and other groups, this should be done by other groups of children as well. The class should not be designated the "gifted class," nor the teacher the "gifted" teacher, but should be known as "Mr. Jones'" or "Mrs. Smith's" class, as are others. Competition within the class will not be a problem if the program is adequately individualized; indeed, the children will assist one another with resources and solutions to mutually challenging problems.

Punishment for the gifted by other children or other teachers occurs when resentment and jealousy result from improper publicity and exploitation.

How can we find out about our child's ability level?

Ask. Teachers are more willing to discuss comparative achievement levels than IQ, especially when the IQ is derived from group tests. School psychologists may discuss a child having ability which places him in the upper three per cent of the general population; this indicates that the child can succeed at the college graduate level, given proper home and school conditions. If he is in the one-in-a-hundred or the one-in-a-thousand, his abilities are, of course, higher. The fallacy in pinpointing a specific IQ lies in the allowable margin of error in tests, even when given individually under ideal conditions, and in the fact that within the gifted population, other factors such as self-concept, motivation, health, and persistence account largely for ultimate success.

It is helpful to parents to know that a child, age eight, is reading at a sixth-grade level and is particularly interested in certain topics. It also is helpful to discuss a child's home reading and other interests with the teacher.

Is there danger in putting too much pressure on young gifted children too soon?

The answer to a loaded question like this must be yes. However, fear on this subject has been founded on the practice of assigning quantity rather than the use of topics of real interest to children, and on the imposition of adult requirements rather than on the use of child interests. When pressure is self-imposed in the sense that children are intrigued with a problem and want to find solutions or when they want to research a a topic to find out all they can, pressure is enjoyable. In an unpublished study we conducted on this question, more than two hundred gifted children at various grade levels reported that they enjoyed the experiences in special programs of being able to delve into topics in-depth, without restriction, and they enjoyed using their minds fully. Self-imposed pressure can produce great satisfaction in a task well done. Insidious pressure may also operate when the gifted child is pressured to conform to the middle-ground, and to be average.

My child has more homework than ever before and doesn't seem to have much time for relaxation. Should this be so?

No. All children should have time for play, relaxation, and even for doodling, dreaming, and idling. Adults do. A problem of this sort should be discussed with the teacher.

How can we prevent negative feelings in others toward our child being identified as "gifted"?

By avoiding discussion of the fact with others. The knowledge is important to you and the teacher in understanding the child and in working with him appropriately. No useful purpose is served by overt pride in the "chip off the old block." Children should be valued as children and not as labels, nor should they be used for the satisfaction of adult needs. Parents who boast about their child over the back fence guarantee resentment and hostility.

If remarks are made by adults, it is good to counter with, "We know that he is bright. We don't talk about it because we don't want him to feel that his IQ is our source of pride. We want to bring him up so that he can use his ability constructively as an adult."

When classmates or other childrem make remarks, a parent has an indication that the matter should be discussed with the teacher. No child wants to live under a label, including the gifted.

Is it good for a child to know he is gifted?

Most gifted children know that they achieve better than others, although occasional children may feel vaguely different and even suffer from inferiority complexes. Gifted children generally can be expected to meet reasonable demands and can be asked to work out real-life problems with adults with the comment that they are bright, and can. The child who feels inferior may require special counseling. In most cases, gifted children do not need any special interpretation or discussion of their abilities. Any such discussion may be most useful when a plan for a special remedial program with a tutor is outlined (as with a child who requires special help in mathematics) or when a student is discussing college and career alternatives.

Our daughter does so well in reading. Shouldn't she do better in math?

Girls especially are subjected to comments by adults which cause them to feel that failure in mathematics or science is frequent in girls or that girls shouldn't like math. Reading is less subject to direct teaching than mathematics since gifted children particularly read a great deal independently. While we cannot expect identical accomplishments in all areas, it is possible that some time spent in private tutorial contracts with weekly conferences by the teacher with the pupil on her progress might improve her performance markedly. The problem should be discussed with the teacher, in any event.

I heard that IQ tests are inaccurate. What do they actually measure?

The individual IQ test is the best measure of potential that we have at present. Group IQ tests are much less accurate and are the most commonly used in schools because they are less expensive. The individual examination gives a fairly reliable picture of how well a child may perform academically in relation to others of his age. It does not measure personal factors which are also important in achievement. It also may be unfair to a child from a markedly different culture.

How do I know if he is working up to capacity?

If his expected achievement and actual achievement are fairly equivalent, he is. These would be measured through population norms from tests rather than through teacher-made tests. Another index, though informal, may be the type and extent of reading and interests. It is important to remember that "working up to capacity" is something that very few adults do and that a child needs time for childhood.

I want him to be happy and well-adjusted. Will this make him one-sided?

The meaning of happiness and good adjustment varies with individuals. The right of a person to be himself is paramount. A good program should be so designed that the child derives a great deal of satisfaction from his interests. If he specializes early, this is not necessarily a cause for concern. Harvey Lehman pointed out that many of the important contributions to mankind were made by persons still in their teens. Sidney Pressey wrote extensively on the same topic. For some persons, the work in which they are interested is so fascinating and satisfying that the work itself is recreational, and conflicting social or play activities are a nuisance. It is important, therefore, to look at a child, his attitudes toward himself, and his attitudes toward others. If the child is apparently one with a healthy self-regard and is able to relate to others satisfactorily, his desire to pursue interests intensively and/or specialize early should not be denied. Gifted children often do this.

What kind of vocational information should I give him?

Gifted children have more complicated vocational choice problems than others simply because they face a bewildering array of thousands of potential occupations, most of which they could master successfully. Many gifted persons do have vocational problems, chiefly of under-placement in unchallenging jobs. Many schools and colleges have vocational counselors who also have specialized in scholarship possibilities. These persons should be consulted. It is possible, also, through arrangements by either school or parent groups, to give gifted children opportunities for work experience with adults in their fields of interests. Parents can be of substantial help to their children in simply supporting their right to an occupational decision. For example, if a young person has marked talent in musical composition and wishes to work in that field, he should be allowed that right rather than be prodded to enter some "safe" and lucrative field. The influence of teachers who exploit the multiple talents of gifted young people by recruiting them into their own fields, or who denigrate the alternative interests of the gifted should be counterbalanced by discussions at home.

Will she maintain her giftedness?

Giftedness is maintained and enhanced if the environment is rich with opportunities. Giftedness can diminish, and outward evidence of giftedness can disappear in a sterile environment. We found a slight rise in measured ability among children who lived in a particularly desirable home-school environment. Some studies have shown that children of poverty who attend poor schools lose in measured ability as they grow older. Women, who at least in the past have encountered less opportunity for continuing learning than men, have shown some loss in ability from childhood to middle adulthood. The brain requires exercise just as do the muscles. Parents who continue their own interest in learning not only are good examples for their children but undoubtedly are more interesting companions to them.

ORGANIZATIONS FOR THE GIFTED

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LOCAL ORGANIZATIONS FOR THE GIFTED

ASSOCIATION OF SAN DIEGO EDUCATORS FOR THE GIFTED

Membership is limited to teachers and administrators in the San Diego City Schools. See Master Calendar for October date of ASDEG conference.

SAN DIEGO ASSOCIATION FOR GIFTED CHILDREN

Members are parents of gifted children and others interested in furthering gifted education through State legislation and contact with the schools.

DISTRICT COMMITTEES

PARENT-COMMUNITY ADVISORY COMMITTEE

This district appointed committee meets monthly under the leadership of the Director, Inschool Counseling/Special Programs, and the Supervisor of Gifted Programs. Parents of gifted children and others on the committee represent a geographic, socioeconomic, and racial cross-sections of the city.

COMMITTEE FOR THE GIFTED

This appointed committee is made up of city schools administrators and teachers concerned with gifted education. Task forces are used to research and report on aspects of the gifted program. Some task force studies are completed in a year; others are ongoing. See page I-7 for titles and assignments of task forces.

NATIONAL RESOURCES FOR THE GIFTED AND TALENTED*

Office of the Gifted and Talented

Office of the Gifted and Talented
U.S. Office of Education
Washington, D.C. 20202
202/962-4038

The Office of the Gifted and Talented was established in response to the findings of the 1971 Report to the Congress, Education of the Gifted and Talented. The office coordinates federal leadership in education of the gifted and talented.

Each of the ten regional offices of education have personnel with assigned responsibilities in the area of education of the gifted and talented.

Region I: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Harvey Liebergott
U.S. Office of Education, Region I
John F. Kennedy Federal Building
Government Center
Boston, Massachusetts 02203
617/223-5453

Region II: New Jersey, New York, Puerto Rico, Virgin Islands

Robert H. Seitzer, Commissioner
U.S. Office of Education, Region II
Federal Building
26 Federal Plaza
New York, New York 10007
212/264-4370

Roger W. Ming, Supervisor
Education for the Gifted
State Education Department
Room 314A, Main Building
Albany, New York 12224
518/474-4973

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*The National Clearinghouse for the Gifted and Talented, *Gifted and Talented Youth: A Selected Guide to Resources for Information, Materials and Assistance*, 1973. (Arlington, VA.: The Council for Exceptional Children).

Region III: Delaware, District of Columbia, Maryland,
Pennsylvania, Virginia, West Virginia

Joseph Hendrick
U.S. Office of Education, Region III
401 North Broad Street
Philadelphia, Pennsylvania 19108
215/597-1011

Region IV: Alabama, Florida, Georgia, Kentucky, Mississippi,
North Carolina, South Carolina, Tennessee

Ellen Lyles
Program Officer
Vocational Technical Education
U.S. Office of Education, Region IV
50 Seventh Street, N.E., Room 550
Atlanta, Georgia 20223
404/526-5311

Region V: Illinois, Indiana, Michigan, Minnesota, Ohio,
Wisconsin

Richard H. Naber
U.S. Office of Education, Region V
HEW-OE 32nd Floor
300 South Wacker Drive
Chicago, Illinois 60606
312/353-1743

Region VI: Arkansas, Louisiana, New Mexico, Oklahoma,
Texas

James R. Frazier
U.S. Office of Education, Region VI
1114 Commerce Street
Dallas, Texas 75202
214/749-2634

Region VII: Iowa, Kansas, Missouri, Nebraska

Harold Blackburn
Assistant Regional Commissioner
U.S. Office of Education, Region VII
Federal Office Building
601 East 12th Street
Kansas City, Missouri 64106
816/374-2528

Region VIII: Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming

John Runkel
Director, School Systems
U.S. Office of Education, Region VIII
Federal Office Building, Room 9017
1961 Stout Street
Denver, Colorado 80202
303/837-3676

Region IX: American Samoa, Arizona, California, Guam, Hawaii, Nevada, Trust Territory of the Pacific Islands

Mary Ann Clark Faris
Information Officer
U.S. Office of Education, Region IX
Federal Office Building
50 Fulton Street
San Francisco, California 94102
415/556-3441

Region X: Alaska, Idaho, Oregon, Washington

Robert A. Radford
Director, Urban and Community Education Programs
U.S. Office of Education, Region X
Mail Stop 628
1321 Second Avenue
Seattle, Washington, 98101
206/442-0450

National/State Leadership Training Institute on the Gifted and Talented

National/State Leadership Training Institute
on the Gifted and Talented
316 West Second Street, Suite 708
Los Angeles, California 90012
213/489-7470

This federally funded program aims to provide leadership training and technical assistance to the education of gifted and talented, primarily through state education agencies.

National Clearinghouse for the Gifted and Talented

National Clearinghouse for the Gifted and Talented
The Council for Exceptional Children
1411 South Jefferson Davis Highway, Suite 900
Arlington, Virginia 22202
703/521-8820

The clearinghouse acquires, synthesizes, and disseminates information relevant to the education of the gifted and talented.

Alliance for Arts Education

Alliance for Arts Education
John F. Kennedy Center for the Performing Arts
2700 F Street, N. W.
Washington, D. C. 20007
202/254-3250

A project sponsored jointly by the Office of Education and the John F. Kennedy Center for the Performing Arts to coordinate national and regional efforts to develop programs for the talented in the field of the fine arts.

NATIONAL ORGANIZATIONS FOR THE GIFTED AND TALENTED

The Association for the Gifted (TAG)

The Association for the Gifted
The Council for Exceptional Children
1411 South Jefferson Davis Highway, Suite 900
Arlington, Virginia 22202
703/521-8820

A Division of the Council for Exceptional Children since 1958, the Association for the Gifted (TAG) plays a major part in helping both professionals and parents deal more effectively with the gifted and talented. TAG conducts annual national and regional conferences and provides current information to members and affiliate organizations.

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National Association for Gifted Children

National Association for Gifted Children
8080 Springvalley Drive
Cincinnati, Ohio 45236
513/631-1777

A professional organization with membership open to parents, NAGC conducts inservice training and consultation services for schools. The organization also holds an annual conference and publishes The Gifted Child Quarterly.

The Gifted Child Research Institute

The Gifted Child Research Institute
300 West 55th Street
New York, New York 10019
212/541-7059

The American Association for the Gifted

The American Association for the Gifted
15 Gramercy Park
New York, New York 10003
212/473-4266

This organization consists of a small group of professional personnel who meet annually to discuss the various problems facing the education of the gifted. They have assisted in publication of texts and articles on the gifted.

The Council of State Directors of Programs for the Gifted

Joyce Runyon, President
The Council of State Directors of Programs for the Gifted
Florida State Department of Education
319 Knott Building
Tallahassee, Florida 32304
904/599-5807

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Additional information on other supportive national organizations with specific interests in the gifted and talented, such as MENSA, National Science Foundation, National Endowment for the Humanities, and National Endowment for the Arts, may be obtained by writing to the National Clearinghouse for the Gifted and Talented.

STATE RESOURCES FOR THE GIFTED AND TALENTED

State programs vary considerably in their ability to provide service to the gifted and talented. The states included in the list below were chosen for their ability to provide multiple services.

Northern California

Consultant for Mentally Gifted
California State Department of Education
721 Capitol Mall
Sacramento, California 95814
916/445-4036

Southern California

Consultant for Mentally Gifted
California State Department of Education
214 West First Street, Room 803-A
Los Angeles, California 90012
213/620-4224

Connecticut

Consultant for Gifted and Talented
Connecticut State Department of Education
P. O. Box 2219
Hartford, Connecticut 06115
203/566-2492

Florida

Consultant for the Gifted
Florida State Department of Education
319 Knott Building
Tallahassee, Florida 32304
904/599-5807

Georgia

Consultant for the Gifted
Georgia State Department of Education
State Office Building
Atlanta, Georgia 30334
404/656-2414

Illinois

Director
Programs for the Gifted
Illinois State Office of Public Instruction
316 South Second Street
Springfield, Illinois 62706
217/525-7830

Minnesota

Consultant
Gifted and Talented Division
Minnesota State Department of Education
500 Cedar Avenue
St. Paul, Minnesota 55101
612/296-4072

Nebraska

Consultant for Gifted and Talented
Nebraska State Department of Education
233 South Tenth Street
Lincoln, Nebraska 68508
402/471-2477

New York

Consultant
Special Education - Gifted
State Department of Education
Albany, New York 12224
518/474-4973

North Carolina

Gifted Child Section
North Carolina State Department of Public Instruction
Raleigh, North Carolina 27602
919/829-3931

Pennsylvania

Programs for Gifted and Talented
Pennsylvania Department of Education
P. O. Box 911
Harrisburg, Pennsylvania 17126
717/787-4714

Rhode Island

Education for the Gifted
Special Education, Department of Education
Roger Williams Building
Providence, Rhode Island 02908
401/277-3037

Virginia

Special Education
State Department of Education
Richmond, Virginia 23216
703/770-2674

STATE ORGANIZATIONS FOR THE GIFTED AND TALENTED

A selection of state organizations for the gifted and talented is listed below. Additional information on local county and school organizations may be obtained by writing to the National Clearinghouse for the Gifted and Talented.

California Association for the Gifted
Donald K. Duncan
9300 E. Imperial Hwy.
Downey, CA 92042
213/922-6319

California Parents for the Gifted
Beverly King
5521 Reseda Boulevard, Suite 10
Tarzana, California 91356
213/345-1356

Connecticut Association for the Gifted
Rudolph Polh, President
Southern Connecticut State College
New Haven, Connecticut 06515
203/397-2101

Florida Association for the Gifted
Dorothy A. Sisk
University of Southern Florida
Special Education
Tampa, Florida 33620
813/974-2100

Georgia Association for Gifted Education
Marjorie Hatten, President
P. O. Box 557
Alamo, Georgia 30411

Massachusetts Commission on the Academically Talented
Joseph Plouffe, Chairman
Brockton Public Schools
Brockton, Massachusetts 02402
617/588-7800

Michigan Association for the Academically Talented, Inc.
517 Chamberlain Street
Flushing, Michigan 48433
313/659-5126

Minnesota Council for the Gifted
Barbara Ross
4567 Gaywood Drive
Minnetonka, Minnesota 55331
612/935-8055

Nebraska Association for the Gifted
John Dudley, President
Lincoln Public Schools
Administration Building
Lincoln, Nebraska 68508
402/475-1081, Extension 273

The Gifted Child Society, Inc.
Gina Ginsberg, Executive Secretary
59 Glen Gray Road
Oakland, New Jersey 07436
201/337-7058

Ohio Association for the Gifted
Betty J. McMillan, President
2320 McKinley Avenue
Lakewood, Ohio 44107
216/226-0610

Pennsylvania Association for the Study and
Education of the Mentally Gifted
Eugene Hammer, President
Wilkes College
Wilkes Barre, Pennsylvania 18703
717/824-4651, Extension 279

Texas Association for the Education of the Gifted
E. Beatrice Hall, Executive Director
P. O. Box 547
Austin, Texas 78767
512/472-4963

State Advisory Committee for the Gifted and Talented
Richard Mould
Superintendent of Public Instruction
Division of Curriculum Instruction
Old Capitol Building
Olympia, Washington 98504
206/753-3222

SELECTED PROFESSIONAL REFERENCES
FOR EDUCATORS OF THE GIFTED

Axford, L. B. *A Directory of Educational Programs for the Gifted.* Metuchen, NJ: The Scarecrow Press, 1971.

Bachtold, Louise M. (Educational Research Project Consultant) *Counseling Instructional Programs for Intellectually Gifted Students.* Sacramento, CA: California State Department of Education, 1966.
Content includes rationale, characteristics, procedures and guidance for the Counseling Instructional Program which is applicable to both elementary and secondary levels.

Bailey, Larry G., and Stadt, Ronald. *Career Education: New Approaches to Human Development.* Bloomington, IL: McKnight Publishing Co., 1973. 430 pp.

Banks, George W. (Ed.). "Theme: Time Out for Talent." *Proceedings of Eighth Annual Conference, California Association for the Gifted.* San Diego, CA: Southern California Association for the Gifted, San Diego Unified School District and County Schools, 1970.
The conference report includes effective teaching strategies and enrichment suggestions focusing on all levels (primary through senior high).

Barbe, Walter B. *Psychology and Education of the Gifted: Selected Readings.* NY: Appleton-Century Crofts, 1965, Meredith Publishing Co., 1965. (Paperback)

Brandwein, Paul F. *Teaching Gifted Children Science in Grades One Through Six.* Sacramento, CA: Bureau of Publications, California State Department of Education, 1973.
A curriculum model for primary and intermediate grades which describes a science curriculum in detail.

Broome, Elizabeth (Ed.), and Governor's School Teacher Training Institute. *Educating for the Future: 21st Century Teaching.* Raleigh, NC: Division for Exceptional Children, Department of Public Instruction, 1973.
Contains theoretical background for developing curriculum for gifted children. Also has a large section with detailed lessons and ideas.

Buan, Carolyn, and McClure, Larry. *Essays on Career Education.* Portland, OR: Northwest Regional Education Lab., April 1973. 265 pp.

California State Department of Education. *Career Education Microfiche Collection Catalog.* Sacramento, CA: State Publications Office, 1975.
Order from State Publications Office, P.O. Box 271, Sacramento, CA 95802, 50¢ ea., 49 pp.

California State Department of Education. *Career Education: A Position Paper on Career Development and Preparation in California.* Sacramento, CA: State Publications Office, 1974.
Order from State Publications Office, P.O. Box 271, Sacramento, CA 95802, 50¢ ea.

California State Department of Education. *Education of Mentally Gifted Minors.* Sacramento, CA: State Publication Office, 1971.

California State Department of Education. "A Report to the California Legislature Prepared Pursuant to Section 2 of Chapter 2385, Statutes of 1957." *Educational Programs for Gifted Pupils.* Sacramento, CA: California State Department of Education, 1961. pp. 27-32.
A brief description of the programs involved in the report; includes enrichment, acceleration, special groupings, and part-time interest groups for both elementary and secondary levels.

California State Department of Education. *Principles, Objectives, and Curricula for Programs in the Education of Mentally Gifted Minors: Kindergarten through Grade Twelve.* Sacramento, CA: Bureau of Publications of the California State Department of Publications, 1971.
Chapter III, pp. 34-80, indicates the broad bases and overall philosophy regarding curriculum and instruction for gifted minors in California public schools for grades K-12 in the following subject areas: mathematics, science, English usage, literature, social sciences, foreign languages, art and music.

California State Department of Education. *Program Administration: Administration 2 - Report of a Pilot Summer Session Workshop-Demonstration.* Sacramento, CA: California Project Talent, 1964.
This report outlines the demonstration centers which offered differentiated programs for gifted children. The major purpose of the program was as an in-service training center to provide knowledge concerning curricular provisions suited to the gifted. Grade 3, emphasizing individual placement, pp. 7c-7i; Grade 6, emphasizing enrichment, pp. 8b-8o; Grade 7, emphasizing counseling-instruction, pp. 9b-9j.

California State Department of Education. "Career Education." *A Year of Coordination, Annual Report of the California State Department of Education for 1973-74.* Sacramento, CA: State Publications Office, pp. 20-21.

California School Boards Association. "Career Education: Position Statement and Policy Guidelines," *Curriculum Update.* Sacramento, CA: California School Boards Association, 800 Ninth Street, Suite 201, Sacramento, CA 95814, Number 6, August 7, 1974. 4 pp.

Campbell, David. *If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else.* Niles, IL: Argus Communication, 1974.

Career Education News, Central News Service for the Worlds of Work and Learning, McGraw-Hill Publications, 230 West Monroe Street, Chicago, IL 60606.

Career Information Directory. San Diego County Department of Education. San Diego, CA: Superintendent of Schools, San Diego County Department of Education, January 1974.

Center for Instructional Research and Curriculum Evaluation. *The Gifted Classroom.* Urbana, IL: University of Illinois Press, 1971.
Text encompasses the standards and themes of five case studies which focus on creativity, learning and independent study at the primary and middle levels.

Chamber of Commerce of the United States. *Career Education: What It Is and Why We Need It.* Washington, D.C.: Chamber of Commerce of the United States, 1615 H Street, NW, Washington, D.C., 20062, 1975, $2 ea.

County of Alameda. *Course of Study for Grades Kindergarten Through Eight, 1974-1975.* Hayward, CA: County of Alameda, 224 West Winton Avenue, Hayward, CA 94544
See "Career Education," pp. 25-30.

Curriculum Material Developed for Ceiling Unlimited - A Program for the Highly Gifted Student at the Junior High School Level. Brockton, MA: Brockton Public Schools, 1970.
An extensive collection of detailed units of study for gifted students in grades 7 through 9. Contains over one dozen interdisciplinary, humanities-based units in such areas as communication, religion and architecture, psychology, cinematography, and mythology. Also contains sections on social science, foreign languages, independent study, mathematics and science.

Deming, Bonnie J., and Klein, Jack L. *Literature: Curriculum Guide for Teaching Gifted Children Literature in Grades One Through Three.* Sacramento, CA: California State Department of Education, 1970.
Guide designed for developing concepts in literature; includes specific teaching activities.

Eble, Kenneth F. *A Perfect Education.* NY: Macmillan Publishing Co., 1966.
"Education must fill out the territory within, must give the choices out of which a life of one's own may be shaped."

Education of the Gifted and Talented, Report to the Congress of the United States by the U.S. Commissioner of Education, 1972. Washington, D.C.: National School Public Relations Association, 1201 Sixteenth Street, N.W., Washington, D.C., 20036.
This publication is an up-to-date national view of programs for the gifted. For persons responsible for developing programs for the gifted and talented, it provides a sharp focus on the needs and problems as well as good ideas and practical information to meet these challenges. Some of the topics are: "Can we identify the gifted from minorities and diverging cultures?" "Can we identify the creative and talented?" "What is a good program for the gifted?" Because the material is authoritative, informative, and has an attractive graphic layout, it is a good resource to introduce teachers, administrators, board members, and parents to the special needs of gifted and talented students. The report is available free from many congressmen.

Etheridge, George W., *et al.* "A Program for Individualizing Instruction," *Teacher, Child and Curriculum.*
Monograph is part of a training program which utilizes Guilford's "Structure of Intellect" model to assess human abilities. It includes examples of activities, manipulative materials, and references. Applicable to all levels.

Fine, Benjamin. *Your Child and School.* NY: Macmillan Publishing Co., 1965.

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French, Joseph L. *Educating the Gifted.* NY: Henry Holt and Co., 1960.
A book of 69 articles comprising a most definitive collection of information on education of the gifted.

Gallagher, James J. *The Culturally Different Gifted Child, A Conference Report.* Arlington, VA: The Council for Exceptional Children, Jefferson Davis Highway, Arlington 22202, 1974.
The educational problems of culturally different gifted children were the focus of a work conference held September 1973 at the Quail Roost Conference Center, Rougemont, NC. This report is a summarization of the major issues and barriers perceived by over forty participants who work with culturally different gifted children, and the recommendations for action to overcome these barriers.

Gallagher, James J. *The Gifted Child in the Elementary School.* Washington, D.C.: National Education Association.

Gallagher, James J. *Teaching Gifted Students: A Book of Readings.* Boston: Allyn & Bacon, Inc., 1965. (Paperback)

Gallagher, James J. *Teaching the Gifted Child.* Boston: Allyn & Bacon, Inc., 1964.

Gallagher, James J., *et al. Productive Thinking of Gifted Children in Classroom Interaction.* CEC Research Monograph Series B, No. B-5. Washington, D.C.: The Council for Exceptional Children, NEA, 1967.
Content includes an overview, objectives and applications of the various thought processes on both primary and intermediate levels.

Gardner, John W. *Excellence; Can We Be Equal and Excellent Too?* NY: Harper & Row Publishers, Inc., 1961. (Paperback)
"We might as well admit it is not easy for us believers in democracy to dwell on the differences in capacity between men... (on decline in gifted programs) ... democracy's perennial dilemma over championing excellence and equality simultaneously..."

Gibbons, Maurice. "Walkabout Searching for the Right Passage from Childhood and School." *Phi Delta Kappan Magazine*, May 1974.

Gibbony, Hazel L. *Enrichment Classroom Challenge.* Columbus, OH: Columbus Blank Book Company, 1966.
Many ideas and activities that can be used with individual students or groups both on the elementary and secondary school levels. Encompasses the basic subject areas; language arts, social studies, science, math, art and music.

Glasser, William. *Schools without Failure.* NY: Harper & Row, Publishers, Inc., 1969.

Gold, Milton J. *Education of the Intellectually Gifted.* Columbus, OH: Charles E. Merrill Books, Inc., 1965.

Gowan, John C. *Annotated Bibliography on Gifted and Creative.* Northridge, CA: San Fernando State College Foundation, 1965. (Paperback)

Gowan, John C. *The Development of the Creative Individual.* San Diego, CA: Robert Knapp Publishers, P.O. Box 7234 San Diego 92107, 1972. 200 pp.
This latest work explores creativity as a developmental stage in terms of periodic developmental stage theory. It also contains practical hints on how to become more creative and self-actualized.

Gowan, John C., and Bruch, C. B. *The Academically Talented and Guidance.* Boston: Houghton Mifflin Co., 1971. 150 pp.
This monograph discusses thoroughly the guidance of gifted children in special programs for them.

Gowan, John C., and Demos, G. D. *The Education and Guidance of the Ablest.* Springfield, IL: C. C. Thomas, 1964.

Gowan, John C., *et al. Creativity: Its Educational Implications.* NY: J. Wiley & Sons, 1967. 300 pp.
A book of readings giving practical suggestions for increasing creativity in the classroom. Includes papers by Guilford, Torrance, Gallagher, Parnes, Taylor, Williams and Gowan.

Gowan, John C. *et al. The Guidance of Exceptional Children* (rev. edition). NY: David McKay Co., 1972.
A revision of the only book of readings on guidance of exceptional children. Contains chapters on the gifted, creative and underachievers.

Gowan, John C. and Torrance, E. P. *Educating the Ablest.* Itasca, IL: F. E. Peacock Co., 1971. 300 pp.
This is the most up-to-date book of readings available on the subject of gifted children. It includes papers by Drs. Bish, Drews, French, Gold, Gowan, Guilford, Isaacs, Laird, LaSalle, Plowman, Suchman, Torrance and Vassar.

Gubser, Joy Hills, and Haggerty, Charles P. *Planning for Able and Gifted Children in Oregon.* Salem, OR: Oregon State Department of Education, 1962. pp. 19-44.
Content includes many suggestions for enrichment in academic areas. Also it includes sources for instructional material and bibliography for reference on both the primary and intermediate levels.

Guilford, J. P. *Intelligence and Creativity: Their Educational Implications.* San Diego, CA: Robert Knapp Publishers, 1968.

Hauck, Barbara, and Freehill, M. G. *The Gifted--Case Studies.* Dubuque, IA: W. C. Brown Co., 1972.

Herr, Edwin L., and Cramer, Stanley H. *Vocational Guidance and Career Development in the Schools: Toward a Systems Approach.* Boston: Houghton Mifflin, 1972. 356 pp.

Herrnstein, R. J. *I.Q. in the Meritocracy.* Boston: Little, Brown & Co., 1973.
"... the false belief in human equality leads to rigid, inflexible expectations, often doomed to frustration, thence to anger. Even more shrilly we call on our educational institutions to make everyone the same when we should be trying to mold our institutions around the inescapable limitations and varieties of human ability."

Hill, Mary Broderick (Ed.). *Enrichment: Programs for Intellectually Gifted Pupils.* Sacramento, CA: California State Department of Education, 1969. A final report on the enrichment program conducted in the Los Angeles City Schools. It includes outlines of courses which provide enrichment through the development of creative expression, critical appreciation, and the scientific approach.

Hopkins, Lee Bennett and Shapiro, Annette D. *Activities for Gifted Children in the Classroom, School and Community.* NY: Bank Street College of Education. A series of suggested experiences which can be utilized in the classroom and in the community, including resources for trips on primary and intermediate levels.

Hopkins, Lee Bennett and Shapiro, Annette D. *Creative Activities for the Gifted Child.* Palo Alto, CA: Fearson Publishers, 1969. More than 100 enrichment ideas, many of which can be self-directed. The areas covered are art, science, geography, social sciences, history, mathematics, political science, music, language arts, home economics and physical education.

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Hoyt, Kenneth. "Straight Answers on Career Education," *Today's Education, The Journal of the National Education Association,* Volume 64, Number 1, January-February 1975. pp. 60 and 62.

Hoyt, Kenneth B., and Hebeler, Jean R. *Career Education for Gifted and Talented Students.* Salt Lake City, UT: Olympus Publishing Co., 1974.

Illich, Ivan. *Deschooling Society.* NY: Harper & Row Publishers, Inc., 1971. "A good educational system should 1) provide all who want to learn with access to available resources at any time in their lives, 2) empower all who want to share what they know to find those who want to learn it from them, and 3) furnish all who want to present an issue to the public with the opportunity to make their challenge known."

Kaplan, Sandra N. *Providing Programs for the Gifted and Talented--A Handbook.* Los Angeles: National/State Leadership Training Institute on the Gifted and Talented, Civic Center Tower Building, Suite PH-C, 316 West Second Street, Los Angeles 90012. This handbook presents background information on program development, worksheets, and models which illustrate succesful program ideas. Especially useful is the section on curriculum design which presents guidelines for developing differentiated curriculum materials for the gifted and talented. The section includes theoretical principles and a practical discussion of elements and types.

Krishndmurti, Jiddu. *Education and the Significance of Life.* NY: Harper & Row Publishers, Inc., 1953. "What we must realize is that we are not only conditioned by environment but that we ARE the environment--our thoughts and responses are conditioned by the values which society, of which we are a part, has imposed upon us."

Leonard, George B. *Education and Ecstasy.* NY: Dell Publishing Co., 1969.

Levine, Martin. *Social Sciences: Curriculum Guide for Teaching Gifted Students Social Sciences in Grades Seven Through Nine.* Sacramento, CA: California State Department of Education, 1973.
A unit of study for grades 7-9 intended to heighten student awareness of justice and due process of law through meaningful involvement with the Bill of Rights. There are sample lesson plans and behavioral objectives which apply to both cognitive and affective areas. Ideas are included for role-playing, group discussion. Bibliography included.

Lewis, Gertrude M. *Educating the More Able Children in Grades Four, Five, and Six.* Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1961.
Many ideas and activities challenging children's abilities.

Luca, Mark C. and Allen, Bonnie. *Teaching Gifted Children Art in Grades Four Through Six.* Sacramento, CA: California State Department of Education, 1973.
Curriculum guide which emphasizes the nature and purpose of art education.

Martinson, Ruth A. *Curriculum Enrichment for the Gifted in the Primary Grades.* Englewood Cliffs, NJ: Prentice-Hall, Inc., 1968. (Paperback)

Martinson, Ruth A. *The Identification of the Gifted and Talented.* Los Angeles: National/State Leadership Training Institute on the Gifted and the Talented, Civic Center Tower Building, Suite PH-C, 316 West Second Street, Los Angeles 90012.

Massialas, B. G., and Zevin, J. *Creative Encounters in the Classroom.* NY: John Wiley & Sons, Inc., 1967.

Michael, W. B. *Teaching for Creative Endeavor.* Bloomington, IN: Indiana University Press, 1968, Chapter 20.

New York City Board of Education. *Promoting Promise: Report of the Citywide Committee on Gifted Children.* NY: Board of Education of the City of New York, 1968.
A general overview of present New York City programs for gifted children on three levels, with recommendations for change. Curriculum implications appear on the following pages: elementary program descriptions, pp. 18-20; junior high program descriptions, pp. 29-30, 34; high school honors and talented programs, pp. 42-44.

New York City Board of Education, Division of Elementary Schools. *Guiding the Gifted.* Vol. 6, Number 1. NY: Board of Education, City of New York, 1965.
Descriptions of teachers' experiences, techniques and devices used in New York City Schools to involve gifted children in the critical thinking process.

Parnes, Sidney. *Creativity: Unlocking Human Potential.* Buffalo, NY: D. O. K. Publishers, 1972.

Paulus, Dieter H., *et al.* *Operation Astra: A Study Guide for Sentence Reasoning, An Experimental Unit.* Hartford, CT: Hartford Public Schools, 1969.
An enrichment unit designed to nurture rational thinking in the middle grades.

Pegnato, C. V., and Birch, J. W. "Locating Gifted Children in Jr. High School," *Exceptional Children.* 25:300-4, Mar. 1959.
(cf. Diss Abstracts 18:1254, 1958)

Pilch, Mary M. (Project Director). *Special Education for the Gifted Through Television.* MN: Educational Research and Development Council of Northeast Minnesota, 1968.
Model incorporates instructional television with the development of creative thinking and teaching strategies in the middle schools.

Plowman, Paul D., and Rice, Joseph P. (Co-Directors). *California Project Talent.* Sacramento, CA: California State Department of Education, 1967.
Content includes an overview of talent development, exemplary projects, and programs on the elementary level.

Plowman, Paul D., and Rice, Joseph P. (Co-Directors). *Demonstration of Differential Programming in Enrichment, Acceleration, Counseling, and Special Classes for Gifted Pupils in Grades 1-9.* Sacramento, CA: California State Department of Education, 1967.
Content includes the design, operation, findings and accomplishments of enrichment, acceleration, counseling and special class programs.

Plowman, Paul D., and Rice, Joseph P. (Co-Directors). *Final Report, California Project Talent.* Sacramento, CA: California State Department of Education, 1969.
Content includes structural program designs for enrichment, acceleration and counseling-instructional demonstration for both elementary and secondary levels.

Pucinski, Roman C., and Hirsch, Sharlene. *The Courage to Change.* Englewood Cliffs, NJ: Prentice-Hall, 1971. 207 pp.

Reid, Avis. *Let Him Read!* In-Service Training Manual No. 3. Hutchinson, MN: Gifted Opportunities Center, March 1970.
Rather than an outline for reading curriculum, this bulletin capsulates the ideas of many experts for reading programs for gifted children, pp. 9-14.

Renzulli, Joseph S. *New Directions in Creativity* (3 vols.). NY: Harper & Row, 1973.
Contains practical suggestions and classroom exercises for developing creativity in the language arts. Based on the divergent production slab of Guilford's "Structure of Intellect" model. Each volume also has dozens of ditto masters for activities in grades four through seven.

Rice, Joseph P., Ph.D. *The Gifted: Developing Total Talent.* Springfield, IL: Charles C. Thomas Publishers, 1970.
Studies of actual student opinions, values and needs are related directly to curriculum planning.

Robeck, Mildred C. *Acceleration Programs for Intellectually Gifted Pupils.* Sacramento, CA: California State Department of Education, 1968.
Pages 60-71 overview the curriculum offerings in a six-week summer program which resulted in accelerating second-grade students into the fourth grade.

Robeck, Mildred C. (Ed.). *Special Classes Demonstration: Special Classes 3, Social Science, How the Anthropologist Studies Man - The Chumash Indians.* Sacramento, CA: California Talent Development Project, State Department of Education, April 1966.
This publication is a detailed unit of study on the Chumash Indians which illustrates how a course of study may be consciously planned to direct the thinking operations of students to higher levels than may be attained by undirected approaches. Guilford's "Structure of Intellect" model was used as a basis for planning, with attention given to social science content, intellectual content, and affective content. The approach could be adapted to other subject areas, particularly in the social sciences. Level, Grade 4.

Sanderlin, Owenita. *Teaching Gifted Children.* Cranbury, NJ: A. S. Barnes & Co., 1973.
"They can shift for themselves, goes the national cliche..."

Sanders, Norris M. *Classroom Questions - What Kinds?* NY: Harper & Row Publishers, Inc., 1966. (Paperback)

Shaw, Robert A., *et al. An Adventure in Geometry: Experimental Unit Developed for Operation ASTRA.* Hartford, CT: Hartford Public Schools Production, 1969.
A 99-page self-directed activities workbook in geometry designed by the Hartford Regional Planning Program for Academically Gifted Children as a supplementary enrichment unit to further the intellectual development of youngsters with identifiable superior abilities. It provides differentiated experiences at the middle grade level.

Shaw, Robert A., *et al. Modular Arithmetic: Enrichment Unit Developed for Operation ASTRA.* Hartford, CT: Hartford Public Schools Production, 1969.
An 86-page self-directed activities workbook in modular arithmetic, developed by the Hartford Regional Program for Academically Gifted Children as a supplementary enrichment unit to further the intellectual development of youngsters with identifiably superior abilities. It provides differentiated mathematical experiences for the middle grade level.

Smith, James A. *Creative Teaching of Various School Subjects in the Elementary School* (Series). Boston: Allyn & Bacon.

Stovall, Betty J., *et al. Hands-On Career Exploration for Bright Students.* Raleigh, NC: Division for Exceptional Children, North Carolina State Department of Public Instruction, 1972. 92 pp.
This is also included in the ERIC materials, EDO 073575, ECO 51123.

Toffler, Alvin. *Learning for Tomorrow.* NY: Random House-Vintage, 1974.
Includes "Educating the Youngest for Tomorrow" by Harold G. and Jane Grant Shane in which they develop the idea of school as a change agent with the learner as a resource agent.

Tongue, Cornelia (Ed.). *Pot Pourri: Productive Programs for Gifted/Talented.* Raleigh, NC: Division for Exceptional Children, Department of Public Instruction, 1972.
This is a compilation of about forty descriptions of programs in the State of North Carolina which were evaluated as outstanding or which possessed worthwhile components on the instructional level for the gifted child. Although not detailed in respect to curriculum content, it describes a variety of approaches;

enrichment, resource teacher, team teaching, multigraded, self-contained, year-round school, advanced placement, honors program, etc., for grades 1-12. A contact person is listed with each program description.

Torrance, E. P. *Encouraging Creativity in the Classroom.* Dubuque, IA: W. C. Brown Co., 1970.

Torrance, E. Paul. *Gifted Children in the Classroom.* NY: Macmillan Publishing Co., 1965.

Torrance, E. Paul. *Guiding Creative Talent.* Englewood Cliffs, NJ: Prentice-Hall, Inc., 1962.

Torrance, E. Paul. *Rewarding Creative Behavior.* Englewood Cliffs, NJ: Prentice-Hall, Inc., 1964.

Vassar, William G. *Strengthening State and Federal Relationships in the Education of the Gifted and Talented: A Syllabus for the First National Summer Institute on the Education of the Gifted and Talented.* Ventura County, IL: Ventura County Superintendent of Schools, July 1973.
Points out the direction in curriculum planning for the gifted toward differentiated curriculum. It suggests the roles of the state education agency and the local education agency in providing services for curriculum planning.

Ward, V. S. *Educating the Gifted: An Axiomatic Approach.* Columbus, OH: Charles E. Merrill Books, Inc., 1961.

Williams, Frank E. *Total Creativity Program for Individualizing and Humanizing the Learning Process.* Englewood Cliffs, NJ: Educational Technology Publications.
A kit with many components for teaching the thinking and feeling processes. Includes hundreds of actual lesson ideas, evaluation forms, teaching strategies, and observational instruments used in language arts, social studies, science, arithmetic, art, and music. Also includes a media resource book, teaching strategies, and cassettes on teacher training and demonstration lessons.

Wurman, Richard Sand. *Yellow Pages of Learning Resources.* Cambridge, MA: The MIT Press, 1972.

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ERIC Microfiche, Educational Resources Information Center materials available at San Diego County Department of Education Professional Library and San Diego State University Library.

SELECTED PROFESSIONAL REFERENCES FOR PARENTS OF THE GIFTED

Anderson, Harold H. (Ed.). *Creativity and Its Cultivation.* NY: Harper & Row Publishers, Inc., 1959.

Brumbaugh, Florence, and Roshco, Bernard. *Your Gifted Child! A Guide for Parents.* NY: Henry Holt & Co., 1959.
"...Not much attention is being paid to the effort you have to make in order to be a gifted child's parent..."

Delp, Jeanne L., and Martinson, Ruth A. *The Gifted and Talented: A Handbook for Parents* (Working Draft). Los Angeles: National/State Leadership Training Institute on the Gifted and the Talented, Civic Center Tower Building, Suite PH-C, 316 West Second Street, Los Angeles 90012. $2.35.

Dobson, Dr. James. *Dare to Discipline.* Wheaton, IL: Tyndale House, 1973.
Ways for parents to balance Love and Control.

Eiseley, Loren. *The Unexpected Universe.* NY: Harcourt Brace Jovanovich, Inc., 1969.
"We think we learn from teachers and sometimes we do, but the teachers are not always to be found in school or in great laboratories. Sometimes what we learn depends upon our own powers of insight...our teachers may be hidden."

Englmann, Siegfried and Therese. *Give Your Child a Superior Mind.* NY: Simon and Schuster, Inc., 1966.
"...a programmed, step-by-step guide, which shows you--simply and clearly--how to increase your child's intelligence; the method is one of logic and common sense."

Gowan, John C. *The Development of the Creative Individual.* San Diego, CA: Robert P. Knapp, 1972. Pp. 75-80.

Gerzon, Mark. *A Childhood for Every Child.* NY: E. P. Dutton & Co., 1973.
The politics of parenthood.

Guilford, J. P. *The Nature of Human Intelligence.* NY: McGraw-Hill Book Co., 1967.
"Children's creativity is both similar to, and different from, creativity in adults. It is similar in that the same basic structures of thinking are used ...divergent fluency, flexibility, originality, and elaboration in various media (visual, verbal, auditory, kinesthetic and social)."

Salk, Dr. Lee. *What Every Child Would Like His Parents to Know.* NY: Warner Paperback Library, 1973.
"...to help him with the emotional problems of his everyday life."

Schutz, William C. *Joy.* NY: Grove Press, Inc., 1967.
"Joy is the feeling that comes when one realizes his potential for feeling, for having inner freedom and openness, for full expression of himself, for being able to do whatever he is capable of, and for having satisfying relationships with others and with society."

Stewart, Mark A., and Olds, Sally Wendkos. *Raising a Hyperactive Child.* NY: Harper & Row Publishers, Inc., 1973.
"We do not know for sure what kind of men and women hyperactive children grow up to be because the appropriate research has yet to be done. We can do little more than go on our impressions of the fathers and mothers we have met who thought they had been hyperactive...they seem to be restless, energetic, outgoing people who have succeeded in spite of poor performance in school..."

Tory, Alan P. *Wonder*. NY: Ballantine Book Co., 1973.
Learning the "Ah!" of things.

Vernon, Philip E. *Intelligence and Cultural Environment.* NY: Barnes and Noble, Inc., 1969.
An excellent factual compilation of facts in 1) current conceptions of intelligence, 2) factors influencing the mental development of children, 3) the application of tests in non-Western cultures, 4) studies in Britain, and 5) cross-cultural studies.

Witty, Paul (Ed.). *The Gifted Child.* American Association of Gifted Children. Westport, CT: Greenwood Press, Inc., 1972.

* * *

How to start a gifted child association:

Write to San Fernando Valley Association for Gifted Children, Suite 10, 5521 Reseda, Tarzana, CA 91356, for their brochure on starting a club.
Write the National Association for Gifted Children 8080 Spring Valley Dr., Cincinnati, OH 45236.

SELECTED PROFESSIONAL REFERENCES ON THE DISADVANTAGED GIFTED

Gowan, John C., and Torrance, E. P. "Identifying Gifted Students for a Program," *Educating the Ablest*. Itasca, IL: F. T. Peacock Publishers, Inc., 1974. Pages 153-55 describe committee processes whereby schools can identify gifted children without resorting to the Stanford-Binet, except in unusual cases.

McMillin, Donald R. "Separate Criteria: An Alternative for the Identification of a Disadvantaged Gifted. Los Angeles City Schools, Phone: (213) 433-1688 or 834-5276.

Miley, James F., *et al. Promising Practices: Teaching the Disadvantaged Gifted.* Available from the Ventura County Superintendent of Schools Office, 535 East Main Street, Ventura, CA 93001, March 1975.

Talent Delayed--Talent Denied, the Culturally Different Gifted Child. A Conference Report. The Foundation for Exceptional Children, 1920 Association Dr., Reston, VA 22091, 1974.

Torrance, E. P. "Non-test Ways of Identifying the Creatively Gifted," *The Gifted Child Quarterly* 6:71-5, 1962. (pp. 242ff in) Gowan, John C. *et al. Creativity: Its Educational Implications.* NY: John Wiley & Sons, Inc., 1967.

* * *

Other persons prominently connected with research in this area:

Prof. Kay Bruch, Educational Psychology, University of Georgia, Athens, GA 30601.

Prof. Joe Khatena, Marshall University, Huntington, WV 25701.

Prof. Clifford Stallings, United States International University, San Diego, CA

Dr. Charlotte Malone, 7121 Wandermere Dr., San Diego, CA 92119. (Her dissertation on this subject broke new ground)

Dr. Mark Meeker, 1800 Highland Ave., Manhattan Beach, CA

Prof. Julian Stanley, Psychology, Johns Hopkins University, Baltimore, MD.

Prof. Calvin Taylor, Psychology, University of Utah, Salt Lake City, UT.

* * *

The books listed below related to the education of the disadvantaged gifted are currently available at a twenty percent discount, if order is prepaid, through Harry Eckstein, Jr., Continental Book Company, Inc., P.O. Box 615, Merrifield, VA 22116. The prices quoted are the actual retail purchase prices.

Herndon, James. *The Way It'sposed to Be.* 1969. $5.95

Herndon, James. *How to Survive in Your Native Land.* 1972. $1.25

Rothman, Esther. *The Angel Inside Went Sour.* 1972. $1.25

Rosenfeld, G. *Shut Those Thick Lips.* 1972. $3.25

Conroy, Pat. *The Water Is Wide.* 1972. $6.95 (hardback), $1.50 (paperback)

Cottle, Thomas. *Black Children, White Dreams.* 1974. $5.95

Kozol, Jonathan. *Death at an Early Age.* 1967. $5.95

Kozol, Jonathan. *Free Schools.* 1972. $4.95 (hardback), $1.50 (paperback, Bantam)

Greenberg, Polly. *The Devil Has Slippery Shoes.* 1969. $14.95

Borton, Terry. *Reach, Touch, Teach.* 1970. $3.95 (paperback)

Kohl, Herbert. *36 Children.* 1968. $5.95

Kohl, Herbert. *Open Classroom.* 1970. $4.95 (hardback), $1.65 (paperback)

ABSTRACTS OF SELECTED MATERIALS ON CURRICULUM FOR THE GIFTED AND TALENTED

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ABSTRACT 10301

EC 01 0301 ED 017 107
Publ. Date 66 89p.
Experiments in Musical Creativity. A Report of Pilot Projects Sponsored by the Contemporary Music Project in Baltimore, San Diego, and Farmingdale.
Music Educators National Conference.
Washington, D.C.
EDRS mf

Three pilot projects were conducted in Baltimore, Maryland, San Diego, California, and Farmingdale, New York, with elementary and junior high school students. The projects in Baltimore and San Diego provided inservice seminars for music teachers along with pilot classes in different types of schools. Objectives of these two projects were presentation of contemporary music to children through suitable approaches. Experimentation with creative music experiences for children, identification of contemporary music appropriate at several grade levels, provision through contemporary music of new means of creative experiencing, and inservice education of teachers. The pilot project in Farmingdale was designed to demonstrate two types of creative teaching, experimental techniques in music composition using 20th century idioms and the development of musical resources through rhythmics, singing improvisation and composition. The interest and motivation which resulted on the part of teachers and pupils were viewed as supporting the premise that children are receptive to contemporary music and are capable of employing contemporary techniques in creative activities. Recordings of some of the contemporary music used in the projects are listed. This document was published by the Music Educators National Conference. 1201 16th Street, N.W., Washington, D.C. 20036. (CB)

ABSTRACT 10665

EC 01 0665 ED N.A.
Publ. Date 61 414p.
Fliegler, Louis A., Ed.
Curriculum Planning for the Gifted.
EDRS not available
Prentice-Hall, Inc., Englewood
Cliffs, New Jersey.

Designed for teachers, administrators, and curriculum specialists, the book is a resource compendium or a basic text on curriculum development for the gifted. Basic problems, principles of curriculum construction, program development, and administrative provision are discussed . Content, skill development, pupil identification, and enrichment activities are included for each of these subject areas: social studies, arithmetic, creative mathematics, elementary and secondary science, creative writing, reading, foreign languages, creative art, music, and dramatics. Curriculum implementation is also considered. (1M)

ABSTRACT 11367

EC 01 1367 ED N.A.
Publ. Date 66 330p.
Gallagher, James J.
Teaching the Gifted Child.
EDRS not available
Allyn and Bacon, Inc., 150 Tremont Street, Boston, Massachusetts 02111 ($7.95).

Addressed to the teacher, the text defines gifted children and their characteristics. Low producing gifted children are discussed, as are means of programing for them. Also treated are changing school programs, administrative changes, and personnel. Creativity is described and discovery and inquiry are examined as tools for teaching. Arithmetic, science, and social studies curricula and programs are surveyed. (JD)

ABSTRACT 10919

EC 01 0919 ED 026 762
Publ. Date 65 534p.
Barbe. Walter B.
Psychology and Education of the Gifted: Selected Readings.
EDRS not available
Appleton-Century-Crofts
440 Park Avenue South. New York, New York 10016 ($4.50)

An overview of educational and psychological literature concerning the gifted is presented in 55 papers with editorial comments. The historical development of the study of the gifted and cultural attitudes are first considered. Discussions of the effectiveness of various screening methods for identifying the gifted include evaluation of creative, social, and other nonintellectual factors: suggestions are given for providing an optimal environment. Theories are discussed about hereditary and environmental influences on mental ability with ideas for conserving and increasing our supply of superior mental talent. Writings on the characteristics of eminent scientists, unstable geniuses, superior college students, and younger gifted children are included in a consideration of the gifted individual's intellectual, social, and emotional characteristics. Special programs to help develop and encourage giftedness, such as acceleration, enrichment, and homogeneous grouping are described and evaluated: current issues and needed research are considered: and teacher qualities judged effective in aiding creative growth are discussed. (RM)

ABSTRACT 11877

EC 01 1877 ED 028 546
Publ. Date 68 38p.
Keaster, Charles W.
The Mentally Gifted Minor Program; Report of a Study Made by the Division of Special Schools and Services. California State Department of Education, Sacramento, Division of Special Schools and Services
EDRS mf.hc

A description of programs for mentally gifted students covers types of programs, current status of the California program, and state apportionments for excess costs. Program characteristics listed are the objectives of three school districts, information program on program costs, school district participation, and district participation in a special study. Findings and recommendations are discussed in terms of school dis-

trict Form J22 MG reports, criteria for determining excess expense, expenses and subsidiary accounts, pupil identification, judgment and test scores as criteria for placement, identification cost reimbursements, individual counseling with pupils and parents, special consultant services, special instructional materials, equipment items, special instructional services, teacher salaries, operating costs, and considerations of current funding, incidence in districts, and summer school programs. Six tables present data. (RP)

ABSTRACT 11048

EC 01 1048 ED N.A.
Publ. Date Sep 68 88p.
Pilch, Mary M.
Special Education for the Gifted through Television; Syllabus 1968-69, A Compendium of Information about a Special Educational Television Program Organized and Developed for Challenging the Productive-Divergent Thinking Potential of Gifted Students in Grades 5-6-7.
Educational Research and Development Council of Northeast Minnesota, Duluth Office of Education (DHEW), Washington, D.C.
EDRS not available
OEG-3-7-7-03260-4955
P-OE-67-03260-1

A series about man and his future developed for gifted students in grades 5, 6, and 7 are described: the differences between the three related areas, content, process, and inservice, are mentioned, and the dates, times, titles, and instructors of programs are given. A model for teaching productive-divergent thinking developed by Frank E. Williams lists 23 teaching strategies which are discussed. Synopsis of the 54 half-hour programs comprising the series, (18 programs in each of the three areas), are provided. Content and proccess areas designed for students are organized according to theme, film data, film concepts, vocabulary, provocative questions, concepts emphasized, and strategies demonstrated while an interpretation and discussion of strategies is given for the inservice shows. Programs cover the following topics: the need for space to control population explosion and to implement new communication systems, and the need for exploration of outer space and transportation problems, health needs, the problem of adequate education for a complex society, and the search for beauty. (RP)

ABSTRACT 20002
EC 02 0002 ED 020 590
Publ. Date 66 144p.
Gallagher, James J. and Others
Educational Problems and Planning for Gifted Students--Selected Papers from Graduate Leadership Training Program on the Gifted.
Illinois University, Urbana, Institute for Research On Exceptional Children:
Illinois Department of Program Planning for the Gifted, Urbana
EDRS mf, hc

Seven articles from the Institute for Research on Exceptional Children consider the gifted child. The first article, Leadership Training for the Gifted--A Graduate Program, is by J.J. Gallagher, director of the program. Six research and development papers by graduate students follow: The Variables of Race, Sex and Intelligence Related to Social Choices of Disadvantaged, Gifted Children by V. Godman; Honors Program Students--Their Academic Attainments, Personality Traits and Self Concepts by W.D. Simmons; An Analysis of the Verbal Definitions of Elementary School Children--A Pilot Study by M. Weiser; Evaluation of a Summer Workshop on Gifted Children by F. Shaffer; Developing a Social Studies Curriculum for Teaching Values in the Elementary School by M. Schevers; and The Development of a Program of Sentential Logic for Gifted Students by K.A. Retzer. The student papers all provide figures, tables, and reference lists. (JD)

ABSTRACT 20031
EC 02 0031 ED 027 652
Publ. Date 65 353p.
Torrance, E. Paul
Rewarding Creative Behavior; Experiments in Classroom Creativity.
Minnesota University, Minneapolis, College of Education
Office of Education (DHEW). Washington, D.C., Cooperative Research Branch
EDRS not available
CRP-725
Prentice-Hall, Inc. Englewood Cliffs, New Jersey 07632
($7.95)

The need for rewarding creative thinking is asserted; a plan is proposed for studying evaluation and creative behavior; and measurement of creative behavior is discussed. Three groups of studies are presented. The first set considers the ways the intermediate environment rewards creative behavior: aspects treated include applying principles for rewarding creative thinking, creative and critical evaluative attitudes of teachers, creative activities as rewards for creative thinking, and differential rewards for boys and girls. The second set investigates the following issues about the evaluative behavior of the classroom teacher: competition as external evaluation; unevaluated practice and creative behavior; critical and creative peer-evaluated practice; evaluative discussions about creative productions; peer pressures in homogeneous and heterogeneous groups; positive, negative, and trouble-shooting evaluation; and cultural difference in evaluating creative characteristics. The final study concerns helping children value their ideas. Practical applications of the studies are presented; appendixes are provided on the instruments used in the described studies and on developing creative thinking through language arts. (JD)

ABSTRACT 20614

EC 02 0614 ED N.A.
Publ. Date 65 472p.
Gold, Milton J.
Education of the Intellecually Gifted. Charles E. Merrill International Education Series.
EDRS not available
Charles E. Merrill Books, Inc.
1300 Alum Creek Drive,
Columbus, Ohio 43216.

Diverse research materials were used to support concepts in the identification and nurturing of gifted children in schools. Giftedness is viewed in terms of heredity and environment with added attention to characteristics, creativity and the capacities for testing and identifying these ascribed attributes. Focus is then turned to program planning, program patterns, and the teaching of thinking, language arts, social studies, science, mathematics and fine arts for exceptionally intelligent students from elementary through secondary level. Special emphasis is given to the types and duties of personnel, especially those in guidance, who are needed for the maximum development of gifted students. Problems that could occur in dealing with achieving and underachieving gifted pupils, such as ability grouping, acceleration, and motivation, are extensively discussed. A reference list cites 468 items. (JP)

ABSTRACT 22104
EC 02 2104 ED 035 524
Publ. Date 69 93p.
Reading for the Gifted Guided Extension of Reading Skills Through Literature. Part V.
Los Angeles City Schools, California, Division of Instructional Planning and Services
EDRS mf. hc

Guidance is provided in this instructional bulletin for study by gifted pupils of a series of books related to the central theme. The Development of Strong Moral Character Through Overcoming Adversity. The books selected provide opportunities for the examination of moral and spiritual values. The instructional materials developed and books selected were done so specifically for use by gifted pupils at grades 3 and 4. Literary terms are defined, synopses of the selected books and instructional information for many are included, plus biographical information about most of the authors. References are given. (NH/Author)

ABSTRACT 21746
EC 02 1746 ED 035 125
Publ. Date 68 85p.
Vassar, William G. Ed:
Renzulli, Joseph S. Ed.
The Gifted Child in Connecticut: Practical Suggestions for Program Development.
Connecticut State Department of Education. Hartford.
Bureau of Pupil Personnel and Special Educational Services
EDRS mf.hc

Materials are presented to assist local school personnel in the adoption of successful programs and services for gifted and talented pupils. Articles offering solutions to problems in, or suggesting ideas and guidelines for, educational programing include the broadening concepts of giftedness, by E. Paul Torrance; justification for special programs, and initial practical requirements for developing local programs, both by Virgil S. Ward; homogeneous grouping, by Walter B. Barbe; a plan for identification, by John C Gowan; acceleration, by Mary M. Pilch; and seven essentials of programs, by Joseph S. Renzulli. Other articles furnish lists of questions for staff evaluation of the gifted problem, outline the role of local administrators and of the state department of education, suggest criteria by which to guide programs, and list some of the current practices being followed in programing in the nation's secondary schools. How the teacher can further creativity is the subject of material adapted from E. Paul Torrance and from John C. Gowan and George D. Demos. Several systems and special projects in Connecticut and Massachusetts are recommended for visitation, and guidelines for Connecticut administrators, based upon legislative enactments, are suggested. (WG)

ABSTRACTS 30729
EC 03 0729 ED N.A.
Publ. Date Mar 70 4p.
Horn. Lister W. Gleason, Gary M.
Teaching a Unit on the Computer to Academically Talented Elementary School Children.
EDRS not available
Arithmetic Teacher: V17 N3 P216-9 Mar 1970

Concepts of the computer were taught to academically talented fifth and sixth grade students in 10 sessions of one and a half hours each. Included in the unit were computer history, numeration systems, computer hardware, and FORTRAN programing. Students wrote programs independently, showed interest, and gained understanding of a language of programing. Suggestions for improved units are discussed. (MS)

ABSTRACTS 32485
EC 03 2485 ED N.A.
Publ. Date 70 272p.
Hildreth, Gertrude Howell
Educating Gifted Children at Hunter College Elementary School.
EDRS not available
Greenwood Press, Inc., 51 Riverside Avenue, Westport, Connecticut 06880.

Examined are the role and the achievements of Hunter College Elementary School in New York City in educating gifted children. Distinctive features characterizing the program of the school are described. Data cited refer to the school's first 10 years (1941-1951). The discussion covers administrative organization, goals and curriculum, class organization, teaching methods, instructional resources, and specific instruction in subject matter and academic skills. Also covered are school life and school-community and school-parent relationships. The guidance and adjustment of gifted children are appraised, and the role of the school in the preparation of teachers of the gifted outlined. Evaluative evidence relating to the academic achievement, skills, and attitudes of students is cited to establish the validity of the school's program. (KW)

ABSTRACT 42229
EC 04 2229 ED 063 717
Publ. Date 71 13p.
Project Gifted.
Cranston School Dept., Rhode Island, Bureau of Elementary and Secondary Education (DHEW/OE). Washington, D.C.
EDRS mf. hc

Descriptors: exceptional child education: gifted: intermediate grades: educational programs: student placement: program descriptions.

Covered in the short discussion of Project Gifted for intermediate grade children are program description, instructional strategy, classification of question categories to cue various levels of thinking, traits common to intellectually gifted students, and procedure for selection of students participating in Project Gifted. Project Gifted is described to foster a learning environment that enables a child to become a critical thinker. The instructional strategy is said to employ Bloom's Taxonomy of Educational Objectives as a frame of reference. The classification of question categories includes knowledge, comprehension, application, analysis, synthesis, and evaluation. Then follow brief statements about 17 traits common to intellectually gifted students. The procedure for selection of students is described to involve language arts, mathematics, and reading results on an achievement test battery, verbal test scores, administration of the Stanford Binet Individual Intelligence Test and the Wide Range Achievement Test, results of a teacher behavior rating scale, a selection committee, and informing appropriate parents that their children have been selected for the program. (For related studies, see also EC 042 227-8 and EC 042 230). (CB)

ABSTRACT 40452
EC 04 0452 ED N.A.
Publ. Date 71 9p.
Torrance, E. Paul
Identity: The Gifted Child's Major Problem.
EDRS not available
Gifted Child Quarterly: V15 N3 P147-55 Fall 1971
Paper Prepared for the 18th Annual Meeting of the National Association for Gifted Children. Chicago, Illinois. May 6, 1971.

Descriptors: exceptional child research; gifted; creative ability; behavior patterns; case studies; self actualization; creativity research.

Three response patterns of conformity, rebellion, and creative individuality that were found to characterize gifted children's resolve of the search for their identity were illustrated by brief case studies of six gifted young people. The gifted young persons were viewed first, during the seventh to 12th grade period and second, during the ages of 25 and 30. It was found that gifted children needed freedom to wander, to experiment, to risk, and to discover their individual limits, which ultimately enabled them to find their identity. Lives of the six young people described were said to reveal the duality of the unique and universal. Each was said to seek his unique identity and yet, seeking identity was characterized as a universal phenomenon. The author concluded by advocating that gifted children receive supporting adult guidance in the quests for their identity. (CB)

ABSTRACT 42917
EC 04 2917 ED N.A.
Publ. Date Sep 72 5p.
Keating, Daniel P.; Stanley, Julian C.
Extreme Measures for the Exceptionally Gifted in Mathematics and Science
EDRS not available
Educational Researcher. VI N9
P3-7 Sep 1972

Descriptors: exceptional child research; gifted; junior high school students; educational needs; mathematics; sciences; educational opportunities; advanced placement; case studies; undergraduate study.

Reported was a research project on the educational needs of children exceptionally gifted in mathematics and science. A contest was organized to discover outstanding seventh, eighth and 13 year old ninth graders in which 396 students took the College Board's Standard Achievement Test-Mathematics and its Math Level 1 achievement test, and 192 students took the Sequential Tests of Educational Progress, Series II (Step II) Science, Forms IA and IB. It was found that a significant number of students already knew much of the math and science they supposedly would be taught in high school. Case studies of a 12 year old and a 13 year old who were sent to college on the basis of their test scores were examined. Each student evidenced superior academic adjustment without any major emotional or social difficulties. Released time, evening, and summer courses were suggested as a way of meeting the educational needs of advanced students. A minimum estimate of the percentage of highly mathematically or scientifically precocious youths was reported to be .03%. Striking sex differences in high level achievement were noted.

Instructional Materials and Strategies for Teaching Gifted and Talented Students. Research # 740.260 prepared in April, 1974 by the Educational Resources Center, Area Cooperative Educational Services, 12 Village Street, North Haven, Connecticut 06473.

The staff at the Educational Resources Center did a complete search by computer for all available ERIC information since 1969 related to specific areas of curriculum development for the gifted. The complete report includes (118) abstracts and is located for future reference at the Educational Center for the Arts, 55 Audubon Street, New Haven, Connecticut 06510.

The following abstracts represent a sampling of some of the most relevant materials.

ED079905 EC052319

CAREER EDUCATION FOR GIFTED AND TALENTED STUDENTS.
Hoyt, Kenneth B.; Hebeler, Jean R.
Maryland Uni., College Park.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Grant-OEG-0-72-4843
Pub Date 73 Note-273p.
EDRS Price MF-$0.65 HC-$9.87

Presented are 11 invited papers on career education for gifted and talented students. An introduction to career education and to the gifted and talented is provided in two papers, of which one paper is on current status and approaches in career education, and the other is on current status and approaches to the gifted and talented. Considered in three basic background papers are the future of work, identification and characteristics of gifted and talented students, and career development problems of gifted and talented students. Discussed in the next two papers are value considerations in career education for gifted and talented students. Exemplary programs in career education for the gifted and talented are described in the next chapter. The final section examines implications for curriculum guidelines in career education for gifted and talented students in three papers on the following topics: policy considerations, additional viewpoints on policy considerations, and curricular considerations. (DB)

ED071150 EA004642

ALTERNATIVE SCHOOLS: PIONEERING DISTRICTS CREATE OPTIONS FOR STUDENTS. EDUCATION U.S.A. SPECIAL REPORT.

Watson, Douglas
National School Public Relations Association, Washington, D.C.
Pub Date 72 Note-65p.
Available from-National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209. (Stock #411-12834, $4.00, Quantity Discounts)
EDRS Price MF-$0.65 HC Not available from EDRS.

This report examines some of the many varieties of alternatives now available, their problems and pitfalls, and their hopes for the future. After defining alternative schools, the report discusses the rationale for having alternatives and then summarizes the range of alternatives available at both the elementary and secondary levels. Separate chapters are devoted to open plan schools; minischools; Elementary alternatives; dropout schools; schools for slow learners, superior students, and for those students with other special problems; schools for racial or ethnic groups; and open schools for all students. Throughout the report descriptions of existing alternative programs in various parts of the country are presented. Chapters at the end of the report present advice on starting an alternative school, evaluating the school and its students, and on the financing and costs of an alternative school program. A 42-item annotated bibliography is included. (DN)

ED060587 EC041515

SCIENCE: CURRICULUM GUIDE FOR TEACHING GIFTED CHILDREN SCIENCE IN GRADES ONE THROUGH THREE.

Morrison, Charlotte
California State Dept. of Education, Sacramento. Div. of Special Education.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OP). Washington, D.C.
Pub Date 70 Note-37p.
EDRS Price MF-$0.65 HC-$3.29

The curriculum guide for teaching science to gifted primary grade children in California focuses on natural science, with an emphasis on ecology. Provided are a general overview of the unit, a set of behavioral objectives, a list of generalizations and concepts, a sample teaching-learning plan for the complete unit, and eight sample lesson plans. Each lesson takes up a different ecological topic: substratum, animal movement, seed dispersal, temperature's influence on environment, light, food, water, and erosion. Each lesson plan includes behavioral objectives, teaching strategies, suggested questions and activities, and suggested resource materials. (KW)

ED054594 EC033309

THE GIFTED CLASSROOM.

House, Ernest R.; And Others
Illinois Univ., Urbana. Center for Instructional Research and Curriculum Evaluation.
Spons Agency-Illinois State Office of the Superintendent of Public Instruction, Springfield.
Pub Date Jun 71 Note-166p.
EDRS Price MF-$0.65 HC-$6.58

A report of the Illinois Gifted Program Evaluation, the document first presents origins, policies, and scope of the reimbursement section of the Illinois Plan for Program Development for Gifted Children. Outlined is the evaluation design, in which subjects were 34 school districts representing a 10% stratified random sample of 340 districts. Each of the 34 had received state funds for 2 or more years. Data gathered on the best gifted program in each district included director, teacher, and student interviews, class activities questionnaires, classroom observation, and various documents. Data for five of the programs are presented as case studies. Described are school setting, circumstances for starting program, purposes, activities, and a typical day in class, with teacher and student comments reported. Evaluators' interpretation and discussion of each program is offered; judgment of program value is made on the basis of stated standards. Finally, findings from previous examinations of specific aspects of the reimbursement phase of the Illinois program are discussed, along with two aspects not previously reported: analysis of classroom verbal interaction and assessment of inservice training programs. (KW)

ED048697 EC031963

LITERATURE: CURRICULUM GUIDE FOR TEACHING GIFTED CHILDREN LITERATURE IN GRADES NINE THROUGH TWELVE.

Osen, Deborah K.
California State Dept. of Education, Sacramento. Div. of Special Education.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE). Washington, D.C.
Pub Date 70 Note-46p.
EDRS Price MF-$0.65 HC-$3.29

One of a series, the guide explores a special approach to the study of literature for gifted high school students. Curriculum objectives are stated based on the course framework: the types of literary criticism most prevalent in the twentieth century. Three sequences are discussed: looking at literature through the eyes of the new critics, the probe of the psychological critic, and a mythic approach to literary criticism. Suggestions for evaluation are included. A companion volume for teaching children in grades 1 through 3 is available as EC 031 962. (RJ)

ED060591 EC041519

SOCIAL SCIENCES: CURRICULUM GUIDE FOR TEACHING GIFTED STUDENTS SOCIAL SCIENCES IN GRADES TEN THROUGH TWELVE.

Popham, Donald F.
California State Dept. of Education, Sacramento. Div. of Special Education.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE). Washington, D.C.
Pub Date 71 Note-43p.
EDRS Price MF-$0.65 HC-$3.29

The curriculum guide for gifted senior high school students presents an exemplary course of study in United States history at the 10th grade level. Each chapter deals with a different aspect of the course of study: changes in social structures, development of a sense of nationality, enslavement and mistreatment of Negroes, concentration of power in America, and foreign relations. Specified for each topic are behavioral objectives, content and concepts to be covered, selected references, and activities. (KW)

ED062262 S0003037

PROJECT IMPLODE. IGNITING CREATIVE POTENTIAL.

Bella Vista Elementary School, Salt Lake City, Utah.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date 71 Note-136p.
Available from-Bella Vista School, 2131 East 7000 South, Salt Lake City, Utah 84121 ($3.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.

This booklet was produced for teachers in the hope that the philosophy of multiple talents, and productive thinking will be an aid in the development of future citizens. In the introduction, Calvin W. Taylor discusses talents as the central focus in all classrooms, new tests for identifying important talents heretofore neglected, and the need of a multiple accountability system for assessing educational outcomes. Each section on divergent production, convergent production, evaluation, creativity, planning, communication, forecasting, decision making includes guidelines for recognizing and developing talents in that area. Talent development objectives with student activities are outlined, and related curriculum activities suggested. A lesson plan example and bibliography are appended. (VW)

ED074679 EC051699

SOCIAL SCIENCES: CURRICULUM GUIDE FOR TEACHING GIFTED STUDENTS SOCIAL SCIENCES IN GRADES SEVEN THROUGH NINE.

Levine, Martin
California State Dept. of Education, Sacramento. Div. of Special Education.
Pub Date 73 Note-61p.
EDRS Price MF-$0.65 HC-$3.29

Presented is a curriculum guide for teaching gifted junior high students social studies. The main purpose of the curriculum is to heighten student awareness of justice and due process of law by means of preparing for and conducting a mock trial of an historical figure. Thirteen cognitive behavioral objectives and five affective objectives are listed. Five to seven class periods are recommended for phase one of the curriculum which consists of motivation and background, introduction on themes and a study of the life and times of the defendant. Sample lesson plans are given for study topics such as the rights of the accused, the Bill of Rights, unreasonable search and seizure, the right to remain silent, and an introduction to due process. Phase two of the curriculum consists of preparation of roles for the trial in small groups and involves research skills and teacher-group interaction for five to eight class periods. Sample lesson plans consider initiation of phase two, organizing the groups, small group work, the culminating activity program, and suggested follow-up activities. A final chapter gives sample test items. An annotated bibliography of approximately 30 books or articles, six motion pictures and one filmstrip are also included. (DB)

ED073575 EC051123

HANDS-ON, CAREER EXPLORATION FOR BRIGHT STUDENTS.
Stovall, Betty J. And Others
North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.
Pub Date 72 Note-92p.
EDRS Price MF-$0.65 HC-$3.29

Produced as part of a 5 week workshop on career explorations for 51 bright, middle grade students and 20 teachers, the curriculum guide discusses career education, outlines the workshop experiences, considers the inquiry process, and outlines 60 units on non-baccalaureate careers in 15 career clusters. A lack of career education programs with other than a college preparatory emphasis for bright students is said to have led to the workshop which provided teacher inservice training and 3 weeks of pupil experiences in six career clusters. Workshop experiences are reported to have included field trips, simulations, and actual experience with activities such as telegraphy, drafting, and bricklaying. The inquiry process of instruction which utilizes a variety of learning and teaching styles is outlined. The majority of the guide contains the career exploration units of which the tobacco farmer, floral designer, commercial bank teller, and game warden are examples. Units are outlined in terms of career cluster, career, suggested problem, introductory activities, hypotheses, investigation, conclusion, presentation, evaluation, and related disciplines. Appendixes include work preference scales used to evaluate the workshop. (DB)

ED054594 EC033309

THE GIFTED CLASSROOM.
Rouse, Ernest R.; And Others
Illinois Univ., Urbana. Center for Instructional Research and Curriculum Evaluation.
Spons Agency-Illinois State Office of the Superintendent of Public Instruction, Springfield.
Pub Date Jun 71 Note-166p.
EDRS Price MF-$0.65 HC-$6.58

A report of the Illinois Gifted Program Evaluation, the document first presents origins, policies, and scope of the reimbursement section of the Illinois Plan for Program Development for Gifted Children. Outlined is the evaluation design, in which subjects were 34 school districts representing a 10% stratified random sample of 340 districts. Each of the 34 had received state funds for 2 or more years. Data gathered on the best gifted program in each district included director, teacher, and student interviews, class activities questionnaires, classroom observation, and various documents. Data for five of the programs are presented as case studies. Described are school setting, circumstances for starting program, purposes, activities, and a typical day in class, with teacher and student comments reported. Evaluators' interpretation and discussion of each program is offered; judgment of program value is made on the basis of stated standards. Finally, findings from previous examinations of specific aspects of the reimbursement phase of the Illinois program are discussed, along with two aspects not previously reported: analysis of classroom verbal interaction and assessment of inservice training programs. (KW)

ED034353 EC004733

CALIFORNIA PROJECT TALENT: ACCELERATION PROGRAMS FOR INTELLECTUALLY GIFTED PUPILS.
Robeck, Mildred C.
California State Dept. of Education, Sacramento.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date 68 Note-185p.
EDRS Price MF-$0.65 HC-$6.58

A description of Project Talent includes discussions of preceding research indicating that acceleration was effective and beneficial and outlines provisions utilized for acceleration (early admission, ungraded primary and elementary, individual and advanced placement, grade skipping, combination grades, and time compression). Detailed are the administrative procedures involving the advantages and problems of the program and the establishment of new programs, and the identification and placement of pupils in connection with the role of psychometrists, plus the counseling of pupils, parents, and teachers. The curriculum for the grade 3 summer session, with its goals, content, organization, and evaluation is provided. Functions and selections of case studies as used in the process of identification, and the study of intellectual development of the accelerate are discussed along with counseling methods. Evaluations are presented of the California Project Talent program, Pasadena's acceleration program, the Ravenswood program, and the placement of individuals in the California program. Also included are eight recommendations for the future, research suggestions, appendixes, and tables of results. (JM)

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GIFTED AND TALENTED EDUCATION MANAGEMENT TEAM
CALIFORNIA STATE DEPARTMENT OF EDUCATION

All materials on this list may be ordered free of charge from the Gifted and Talented Management Team, California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814.

____ 1a. Vignettes of Gifted Children (Revised June 1976)

____ 1b. Some Interesting Facts (1976)

____ 2. Key Points Regarding California's Mentally Gifted Minor Program

____ 3. Information Disseminated by the Gifted and Talented Education Management Team (1976)

____ 4. California Publications Available from ERIC (1976)

ADMINISTRATION (5-9; 20-24)

____ 5. Legislation - Education Code Provisions (current)

____ 6. Regulations - California Administrative Code Provisions (current)

____ 7. Memorandum - Gifted and Talented Education Management Team

____ 8. Approval Forms for District and County MGM Applications and Written Plans

____ 9. Checklist of Legal Criteria for Identifying and Educating Mentally Gifted Minors (1976)

GENERAL INFORMATION AND REPORTS (10-24; 26; 31; 52)

____ 10. Educating the Gifted in California Schools (1975)

____ 11. Principles, Objectives, and Curricula for Programs in the EDUCATION OF MENTALLY GIFTED MINORS K-12 (1971)

____ 12. Information About the Mentally Gifted Minor Program (1976)

____ 13. A Response to Questions Raised by a Person Preparing an Article on Gifted Child Education (1973)

____ 14. California Gifted Child Program (1925-1976)

____ 15. A Brief History - Report to State Board and Report to Congress (1971)

____ 16. Recent Developments in Education for Gifted Pupils in California (1964)

____ 17. Background of the California Mentally Gifted Minor Program--A Presentation to Dr. Riles' Blue Ribbon Committee (October 24, 1973)

____ 18. Rationale and Accountability Factors Basic to Improvement and Support of Mentally Gifted Minor Programs (1974)

____ 19. The Payoff (1972)

____ 20. What State Departments of Education Can Do To Establish and To Improve Programs for Gifted Children and Youth (1964)

____ 21. What Offices of County Superintendents of Schools Can Do To Establish and Improve Programs for Mentally Gifted Minors (1964)

____ 22. The Role of School Administrators in Establishing and Improving Programs for the Gifted (1965)

____ 23. Objectives of the Mentally Gifted Minor Program (current)

____ 24. Accomplishments, Needs, and Future Tasks (1974)

QUALITATIVE DIFFERENTIATION (25-30)

____ 25. Mentally Gifted Minor Programs Must Be Qualitatively Different (1976)

____ 26. Qualitatively Different, Appropriately Differentiated, and Uniquely Appropriate Programs for Gifted Individuals (1974)

____ 27. Mental Characteristics of Highly Intelligent Persons (1961)

____ 28. Higher Intellectual Skills and Traits of Creativity (1976)

____ 29. Planning . . . Implementing . . . Evaluating Qualitatively Differentiated Programs for Gifted Children and Youth (1970)

____ 30. Dimensions of Evaluation (1973)

IDENTIFICATION AND CASE STUDY (31-40)

____ 31. Some General Characteristics of Gifted Children (pp. 11 and 12 of Item 11)

____ 32. Characteristics - Checklists

____ 33. Some General Needs of Gifted Children (pp. 12 and 13 of Item 11)

____ 34. Differential Behavioral Objectives

____ 35. Case Study - Format Prepared by CASPP and the Gifted and Talented Education Management Team (1976)

____ 36. Screening and Nominating Form Used in California Project Talent (case study, 1964)

____ 37. Identification and Case Study Procedures

____ 38. Currently Authorized Tests (1973)

____ 39. Identification of Culturally Disadvantaged Underachieving Mentally Gifted Minors (1968)

____ 40. Identification of Talent

GUIDANCE (41-42)

____ 41. Counseling Instructional Programs for Mentally Gifted Students (See ERIC list.)

____ 42. Healthy Personality and Self-Disclosure (1959)

PROGRAMMING--PLANNING AND CURRICULUM (43-60)

____ 43. Total Approaches to Full Development of Children and Youth (1966)

____ 44. Mentally Gifted Minor Programs Must Be Qualitatively Different (1976) (Same as Item 25)

____ 45. Commitment; Pre-Planning; Assessment of Needs. . . (chart, 1975)

____ 46. California Gifted and Talented Systematic Program Planning Chart (1976)

____ 47. Programming for the Gifted Child (1967)

____ 48. Encouraging the Development of the Talented--In Academic Areas (1967)

____ 49. Criteria for Teacher Selection (1974)

____ 50. Criteria for Selecting Coordinators of Programs for Mentally Gifted Minors (1967)

____ 51. Secondary Programs for Mentally Gifted Minors (1964)

____ 52. The Campbell Union High School District Gifted Program: A Way to Learning Independence (1976)

____ 53. California Summer Honors Program (1972)

____ 54. Gifted Child Education and Talent Development Program Checklist (1976)

____ 55. Developing Creative and Cognitive Abilities (1971)

____ 56. Creativity

____ 57. Classification of Creative Activities and Experiences into the Primary Mental Abilities of Human Intellect (1962)

____ 58. Test Building and Test Banks Through the Use of the Taxonomy of Educational Objectives (1964)

____ 59. An Interpretation of the Taxonomy of Educational Objectives (1968)

____ 60. What Can Be Done for Rural Gifted Children and Youth (1967)

EVALUATION (61-65)

____ 61. Dimensions of Evaluation (1973) (Same as Item 30)

____ 62. Refinement of Programs for Gifted Children Through a Process of Evaluation (1975)

____ 63. Evaluating Educational and Counseling Programs for Gifted Children (1963)

____ 64. Evaluation Scales for Differential Education for the Gifted - ESDEG (1966)

____ 65. Some Evaluative Devices

PARENTS (66-69)

____ 66. Parent Association -- Northern California
-- Southern California

____ 67. Parent Sponsorship of Public Meetings Dealing with Gifted Child Education (1975)

____ 68. Financial Support Available for Adult Education Lectures

____ 69. Specialists Recommend Books on Gifted Child Education

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